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ED 423 358

RIE VOL.34 NO.3.
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Resources in Education (RIE). Volume 34, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 423 359 CE 075 265

Gasskov, Vladimir
Financing Vocational Education and Training. Report of Subgroup A Presented at the Advisory Forum Meeting (Turin, Italy, June 10-12, 1996).
PUB DATE- 96
NOTE- 34p.; For related ETF reports, see CE 075 265-271.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Finance; Federal Aid; *Finance Reform; Financial Policy; Foreign Countries; Free Enterprise System; *Job Training; Postsecondary Education; Proprietary Schools; School Business Relationship; Secondary Education; State Aid; *Vocational Education
IDENTIFIERS- *Europe (East); *USSR

For the countries of Eastern Europe and the former Soviet Union, financing schemes of vocational education and training (VET) of other industrialized countries are possible prototypes. These "Partner Countries of the European Training Foundation (ETF)" should focus on the balance of responsibilities between central and local bodies and on government structures and funding from public budgets. VET funding sources are central and lower-level government budgets and employer and trainee contributions. Most ETF countries have set up national funds that receive allocations to finance labor market training. Worldwide, methods of financing vocational education involve various degrees of decentralization: central governments' education budgets; funds generated at each government level; public funds

ED 423 376 CE 077 089

Small Business and Vocational Education and Training. Research at a Glance.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Delivery Systems; *Educational Needs; Educational Research; Foreign Countries; *Job Training; Models; Needs Assessment; *Small Businesses; *Vocational Education
IDENTIFIERS- *Australia

This issue in the series, "Research at a Glance," explores Australian small business and its attitudes to training, needs, how small business becomes involved in training, and how training happens. It begins with an overview of findings, some policy options, and a list of 11 references used in preparation of this publication. Research findings are presented in a question and answer format. The following findings are discussed: small business does not like externally provided formal training in management or technical skills areas, but prefers short training developed to meet its specific needs; vocational education and training (VET) delivery to small business has concentrated on generic externally provided courses for small business managers just starting out that have reached only about a quarter of all small businesses; small business owners and operators prefer a learning style that is problem-based, practical, and integrated with their businesses; awareness of training options and the value of training are not an inducement to train; the diversity of the small business sector means that general training programs are of limited value; training needs to be market-orientated; and networks--social and business--are the prime source of information and learning for small business. The report suggests that, if VET is to secure a place in the world of small business, it must penetrate the networks. (YLB)

ED 423 377 CE 077 096

Listen & Learn II.
PUB DATE- 98
NOTE- 63p.; For a report of phase I, see ED 414 503.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Cooperation; Community Coordination; *Community Development; *Community Organizations; *Community Resources; Foreign Countries; Models
IDENTIFIERS- *Alberta

Six community builders in Edmonton, Alberta, planned, developed, and implemented Listen and Learn II, a reflective research project in asset-based community building, over a 6-month period in 1998. They met regularly over 2 months to plan the research and design a method that was open to participation at any stage, encouraged exchange of information among communities, and fostered continued growth through reflection. Nine key questions guided questionnaire development: what was being done, how and where the initiative started, how community assets were found and mobilized, challenges of community

ED 423 395 CE 077 144

Hershey, Alan M.; Silverberg, Marsha K.; Owens, Tom; Hulsey, Lara K.
Focus for the Future. The Final Report of the National Tech-Prep Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 171p.; For related documents, see ED 384 713, ED 384 750, ED 413 442-443, and ED 415 402.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Articulation (Education); Career Guidance; Consortia; Curriculum Development; *Delivery Systems; Education Work Relationship; Educational Improvement; Educational Needs; Educational Objectives; Educational Opportunities; Educational Quality; Educational Trends; Futures (of Society); High Schools; Marketing; Models; National Surveys; *Outcomes of Education; Participation; *Program Administration; *Program Effectiveness; Program Implementation; Public Relations; School Districts; State Programs; Student Characteristics; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Educational Marketing

In accordance with a mandate included in the 1990 amendments to the Perkins Act, a national evaluation of Tech-Prep implementation was conducted. The evaluation had two main objectives: to determine how effectively Tech-Prep is being implemented and to identify useful implementation practices and challenges. Data were collected from the following sources: surveys of state-level Tech-Prep coordinators in autumn 1993 and spring 1997; surveys of all local Tech-Prep consortium coordinators in autumn 1993, 1994, and 1995; and in-depth studies of 10 local consortia that involved 4 visits to each site and a follow-up survey of a sample of Tech-Prep participants in selected member high schools (the survey was completed by 61% of the sample of 799 students). The evaluation yielded three main conclusions: (1) Tech-Prep consortia have strengthened local collaboration among educators, increased emphasis on career guidance, focused attention on applied forms of academic instruction, and brought employers into more contact with schools; (2) Tech-Prep has taken diverse forms; and (3) federal and state leadership could strengthen Tech-Prep by placing greater emphasis on comprehensive programs of study. (Twenty tables/figures are included. The report contains 23 references.) (MN)

ED 423 396 CE 077 145

Smith, G.; Seccombe, I.
Changing Times: A Survey of Registered Nurses in 1998. IES Report 351.
SPONS. AGENCY- Royal Coll. of Nursing, London (England).
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developed Nations; Family Caregivers; *Family Work Relationship; Foreign Countries; *Job

ED 423 415 CE 077 195

Australia's Vocational Education & Training System. Annual National Report. Volume 3: Vocational Education & Training Performance.
PUB DATE- 98
NOTE- 92p.; For volumes 1-2, see CE 077 194.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Annual Reports; Data Analysis; Data Collection; *Delivery Systems; Disabilities; Economic Climate; *Education Work Relationship; Educational Attainment; Employer Attitudes; Financial Support; Foreign Countries; Indigenous Populations; Labor Market; National Programs; Non English Speaking; *Outcomes of Education; Participation; Performance Based Assessment; Postsecondary Education; *Program Development; *Program Effectiveness; Rural Areas; Rural Education; School Business Relationship; Secondary Education; Special Needs Students; Tables (Data); *Vocational Education; Womens Education
IDENTIFIERS- *Australia; TAFE (Australia)

The state of vocational education and training (VET) in Australia in 1997 was evaluated by collecting data on the following key performance measures: participation and achievement in VET; employer views on VET; student outcomes from VET; VET's benefits for particular client groups (females, people from rural and remote areas, indigenous Australians, people from non-English speaking backgrounds, and disabled people); and public investment in training Australians. The data were analyzed within the context of information about Australia's economy and labor market. It was discovered that, in 1997, nearly 1.5 million Australian students (68,000 more than in 1996) participated in VET programs delivered through public funds combined with fee-for-service provision through public providers. More than three-fourths of participants undertook VET through technical and further education (TAFE) institutions. Expenditures on VET in Australia in 1997 were estimated at more than $8 billion, with governments and enterprises each providing 45% of that amount and individual investments accounting for the remaining 10%. Although employer, student, and graduate satisfaction with VET and TAFE was high, several areas of additional improvements in VET and TAFE delivery were identified. (Appended are additional technical data and notes on the data collection and adjustment processes used. Also included are 107 tables/figures.) (MN)

ED 423 416 CE 077 196

Australian National Training Authority. Annual Performance Report 1997-1998.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Annual Reports; *Educational Administration; Educational Policy; Foreign Countries; *Governing Boards; National Organizations; National Programs; Organizational Development; *Organizational Effectiveness; *Organizational Objectives; Tables (Data); *Vocational Education

ED 423 433 CE 077 248

Draper, James A., Ed.
Africa Adult Education. Chronologies in Commonwealth Countries.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Adult Education; Agricultural Education; Comparative Analysis; Educational Change; Educational History; *Educational Practices; *Educational Trends; Extension Education; Foreign Countries; Government Role; Health Education; Literacy Education; *Nonformal Education; Political Socialization; Program Development; Religious Organizations; *School Community Relationship; Trend Analysis; Unions; Womens Education
IDENTIFIERS- *Africa; Nongovernmental Organizations

In this document, leading educators from 12 African Commonwealth countries trace the development of adult education in Africa and show how providers of adult education outside the formal education system (including government and nongovernment organizations, trade unions, women's groups, and religious organizations) have met the needs of their nations by providing various types of education and training, including agricultural extension and literacy, health, and political education. The following papers are included: "Introduction" (Edwin K. Townsend-Coles); "Purpose and Method of the Project" (James A. Draper); "Looking Back: Acquiring a Historical Perspective" (James A. Draper); "Botswana" (Frank Youngman); "Ghana" (Miranda Greenstreet, Kofi Siabi-Mensah); "Kenya" (David K. Kirui); "Lesotho" (Lois Anne Sebatane, Bill Moore); "Mauritius" (Prem R. Hurrynag); "Nigeria" (Michael Omolewa); "Seychelles" (Alain Daniel Lucas, Marguerite-Marie Mondon); "Sierra Leone" (Edward D. A. Turay); "South Africa" (Cathy Gush, Shirley Walters); "Tanzania" (Philemon A. K. Mushi, Yosiah D. M. Bwatwa); "Zambia" (Elizabeth Mumba); "Zimbabwe" (Clara Sipiwe Nondo, Evison James Muti); "Observations" (James A. Draper); "Introduction to a Selected Chronology " (James A. Draper); and "Regional Chronology" (Ekundayo J. D. Thompson). (MN)

ED 423 434 CE 077 249

Preece, Julia, Ed.
Beyond the Boundaries. Exploring the Potential of Widening Provision in Higher Education.
PUB DATE- 98
NOTE- 125p.; "With Cal Weatherald and Maggie Woodrow." Based on papers presented at the Annual Conference Universities Association for Continuing Education (January 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Action Research; *Adult Learning; Case Studies; Change Strategies; Community Programs; Continuing Education; Cultural Differences; Disadvantaged Youth; Educational Change; Educational Philosophy; Educational Planning; *Educational Policy; Equal Education; Foreign Countries; *Higher Education; Information Technology; *Lifelong Learning; *Nontraditional Students; Position Papers; Recruitment; Relevance (Education); School Community Relationship; School Guidance; Social Class; Socialization;

ED 423 451 CE 077 282

Purcell-Gates, Victoria; Degener, Sophie; Jacobson, Erik
U.S. Adult Literacy Program Practice: A Typology across Dimensions of Life-Contextualized/Decontextualized and Dialogic/Monologic. NCSALL Report #2.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Classification; Educational Research; *Literacy Education; National Surveys; *Participative Decision Making; Program Content; Program Design; *Relevance (Education); Student Educational Objectives; Student Participation; Student School Relationship

A study created a typology of 271 adult literacy programs nationwide describing their distribution along two dimensions: (1) relevance of materials to learner needs and sociocultural context (life-contextual/decontextual), and (2) extent of learner control of decisions about program activities (dialogic/monologic). A questionnaire elicited information regarding program structure, model followed, program and student goals, learning materials, students' influence on decisions about course content and classroom activities, success measurement, and student population demographics. Program responses were coded along two dimensions reflecting how life-contextualized and how dialogic the literacy work was judged to be. A two-dimensional grid was created: one axis reflected the continuum of life-contextual to life-decontextual, the other the continuum of dialogic to monologic. The four quadrants were dialogic/life-contextual, dialogic/life-decontextual, monologic/life-decontextual, and monologic/life-contextual. The four sections of the life-contextual/life-decontextual axis were subdivided into highly life-contextual, somewhat life-contextual, somewhat life-decontextual, and highly life-contextual. The four sections of the dialogic axis became highly dialogic, somewhat dialogic, somewhat monologic, and highly monologic. Findings indicated that 73 percent of programs fell within the dimensional space of life-decontextual/monologic, that is, they used activities and materials not related to students' lives and were teacher directed and controlled rather than collaborative. (Contains 38 references.) (YLB)

ED 423 452 CG 027 772

Espinola, Diane L.; Helms, Barbara J.
Coordinated Employment Opportunities (CEO) for Youth and Young Adults with Serious Emotional Disturbance or Mental Illness. Annual Report: Year 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Case Studies; Community Involvement; Cooperation; *Emotional Problems; *Employment Opportunities;

ED 423 472 CG 028 691

Liu, Liang Y.
Texas School Survey of Substance Use among Students: Grades 4-6. 1996.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Drinking; *Drug Use; Intermediate Grades; Marijuana; Prevention; Public Schools; Questionnaires; Sex Differences; State Norms; State Surveys; *Substance Abuse; Tables (Data); Tobacco
IDENTIFIERS- Inhalants

The statewide school survey monitors trends in substance use among public school students, identifies emerging problem areas, and serves as a basis of comparison for local school surveys. Chapter 1, "Description of Survey and Study Limitations," includes a brief history, survey methods, and terminology. Chapter 2 presents a "Comparison to the 1996 Secondary School Survey." Chapter 3, "Drug-Specific Patterns of Use," covers tobacco, alcohol, inhalants, and marijuana use. Data on patterns of use and attitudes are presented. Chapter 4, "Demographic Variables and Substance Use," explores gender, race and ethnicity, school grades, and family structure in relation to substance use. A large increase in use between fifth and sixth grades indicates experimentation beginning in the sixth grade for many students. Chapter 5, "Other Factors Related to Substance Use," presents data on school problems, friends who are users, availability, perceived danger, parental attitudes, age of first use, and sources of information. Conclusions are presented in Chapter 6. The survey instrument, substance use prevalence tables, and tables of responses to selected questions are appended. A separately bound executive summary presents the highlights of the study. (EMK)

ED 423 473 CG 028 692

Liu, Liang Y.
Texas School Survey of Substance Use among Students: Grades 7-12. 1996.
PUB DATE- 97
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Drinking; *Drug Use; High School Students; Marijuana; Prevention; Public Schools; Questionnaires; Secondary Education; Sex Differences; State Norms; State Surveys; *Substance Abuse; Tables (Data); Tobacco; Trend Analysis
IDENTIFIERS- Inhalants

The statewide school survey monitors trends in substance use among public school students, identifies emerging problem areas, and serves as a basis of comparison for local school surveys. Chapter 1 covers "Description of Survey and Study Limitations." Chapter 2, "Comparisons with National and Other Texas Data," presents comparisons to the National Survey,

ED 423 492 CG 028 724

Youth Conferences, Forums and Workshops to Prevent Violence and Promote Peaceful Relations. Guidelines.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Community Programs; *Conflict Resolution; Guidelines; Human Relations; *Prevention; Secondary Education; Secondary School Students; *Violence; *Workshops; Youth Programs
IDENTIFIERS- Ohio

Violent crimes, especially those committed with guns, have been increasing at an alarming rate among children and teenagers. This manual is intended to help teach young people in Ohio how to prevent violence and to assist individuals, groups, and organizations in planning and implementing antiviolence conferences, forums, or workshops for children and teenagers. Included in the manual are materials for planning a youth conference or forum. Topics are (1) "Agenda Ideas"; (2) planning a "Timeline"; (3) "Things to Consider," which provides a list of things people can do to enhance the conference experience, supplies that might be needed, and ways to involve people; (4) "Do's and Don'ts of Conducting a Conference," which offers a short list of smart suggestions; (5) "Profiles of Effective Programs Statewide," which offers program resources; (6) "Speakers Resource List"; (7) "Fact Sheets," which includes "25 Things You Can Do to Promote Peaceful Relations" and "Statistically Speaking," which provides a bulleted list of statistical facts; (8) "Evaluation Form," and (9) "Program Profile Form," both of which are to be used to provide feedback to the Ohio Violence Prevention Center. (EMK)

ED 423 493 CG 028 726

Vos-Browning, Rhamona
Beyond Oppression: Opening the Door to Lesbian, Gay, Transgender & Bisexual Youth.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Bisexuality; Foreign Countries; Homophobia; *Homosexuality; Lesbianism; Sexual Identity; Social Development; Young Adults; Youth Programs
IDENTIFIERS- British Columbia; *Transsexuals

Youthquest! Lesbian and Gay Youth Society of British Columbia provides secure, supportive and comfortable social venues where lesbian, gay, bisexual, and transgender youth can meet and explore the social, historic, intellectual, and emotional reality of their identity. The4 organization also provides education and information, and promote dialogue and understanding between youth of diverse orientations and backgrounds. This publication provides information and a creative outlet in a newsletter format. Topics include (1) mission statement and explanation of language; (2) index and

ED 423 513 CS 013 282

Fischer, Phyllis E.
The Sounds and Spelling Patterns of English: Phonics for Teachers and Parents.
PUB DATE- 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; *Decoding (Reading); Elementary Education; *English; Phoneme Grapheme Correspondence; *Phonics; *Reading Instruction; Syllables; Vowels
IDENTIFIERS- *Phonemic Awareness; *Spelling Patterns

Intended to answer questions from practicing teachers, concerned parents, and college students about the sounds and spelling patterns of English, this book presents an overview of the structure of written words that shows readers how the sounds of English are paired with their spelling patterns. The book delineates the task of decoding written English, providing the conceptual background necessary for informed discussions about how best to help students learn the phonics skills. It can be used as a primary text in courses that focus on various methods for teaching reading-decoding and spelling; a supplementary text in virtually any course about reading skills; a reference for teachers whose students need help with learning sounds and letter patterns; a resource book for parents who are home-schooling their children; and an informative guide for anyone who is actively involved in someone else's reading instruction. After a preface, chapters in the book are: (1) A Few Words about Words; (2) Vowels and Consonants; (3) Syllables; (4) Multisyllable Words; and (5) Phonemic Awareness. Two appendixes address teaching the sounds for consonants and vowels, and list prefixes and suffixes. The book also provides present answers for exercise sheets and an annotated list of five suggestions for further reading. (RS)

ED 423 514 CS 013 283

Reading Recovery Program 1996-97 Evaluation Report. Pamphlet 98-C-002.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; *Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Improvement; Reading Research; *Remedial Reading
IDENTIFIERS- *Dependents Schools; *Reading Recovery Projects; TerraNova Multiple Assessments

A study examined the effectiveness of Reading Recovery programs at 36 Department of Defense Schools (DoDDS). Annually, approximately 500 "below grade level" students are given the opportunity to become independent readers through this program. Major findings are: (1) Reading Recovery students significantly outperformed students not in Reading Recovery in both the reading and language arts subtests of the TerraNova Multiple Assessments; (2) on both subtests, significant differences were found between Reading Recovery students and the control group students for the Black, White, and Multiethnic student samples;

ED 423 533 CS 216 490

Fredericksen, Elaine
Minority Students and the Learning Community Experience: A Cluster Experiment.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Engineering; Group Instruction; Group Unity; Higher Education; *Hispanic Americans; Instructional Innovation; Mathematics; Minority Groups; Sciences; *Student Needs; *Writing across the Curriculum
IDENTIFIERS- *Clustering (Learning); Hispanic American Students; *Learning Communities; University of Texas El Paso

The University of Texas at El Paso (UTEP) produces more Hispanic graduates who seek doctoral degrees than any other university in the country. These students, however, still belong to that group of minorities who traditionally have done poorly in college, particularly in science, engineering, and mathematics. To remedy this situation, UTEP has instituted a collaborative learning program. Sponsored by the National Science Foundation as part of its Model Institutions for Excellence initiative, this program links courses in English composition with either science and math or engineering and math. Clusters of 25 students each travel from class to class as a group. All courses use learning communities and collaborative projects, most including writing across the curriculum. Since the first pilot program in 1995, Cluster students have done surprisingly well in terms of successful completion of precalculus math courses, which determine whether or not they will be allowed to continue in these majors. In fact, what was once a 75% failure rate has become a 75-80% pass rate. UTEP's learning communities initiative aims to redesign education to fit the specific needs of this particular population. Perhaps the most significant benefit of post-secondary learning communities appears in increased levels of student self-confidence. (Contains 8 references.) (CR)

ED 423 534 CS 216 491

Teague, Deborah Coxwell
Beyond the First Year Writing Classroom: Exploring the Ways Students "Really" Write.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; Retention (Psychology); Student Surveys; Undergraduate Students; *Writing Processes; Writing Research; *Writing Skills; Writing Strategies
IDENTIFIERS- Florida State University; *Process Approach (Writing); Writing Prompts

A study examined whether students actually used the composition

ED 423 553 CS 216 528

Christie, James; Enz, Billie; Vukelich, Carol
Teaching Language and Literacy: Preschool through the Elementary Grades.
PUB DATE- 97
NOTE- 512p.; "With special features by Sarah Hudelson and Irene Alicia Serna."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Elementary Education; *Emergent Literacy; Integrated Curriculum; *Language Acquisition; *Language Arts; Oral Language; Parent Participation; Portfolio Assessment; Preschool Education; *Reading Instruction; Workshops; *Writing Instruction
IDENTIFIERS- Social Constructivism

Created under the assumption that children develop essential language skills through meaningful interaction with other individuals, this book takes into account many of the current trends in teaching elementary language. Among the primary trends addressed are the social constructivist theory, embedded assessment, the interdisciplinary approach to instruction, and bilingual education. Also included throughout the book are case studies, special feature boxes, "trade secrets" (classroom teachers' successful literacy strategies), classroom management tips, self-surveys, and observation guides. Chapters in the book are: (1) Views of Learning, Language, and Literacy; (2) Oral Language Development; (3) Emergent Literacy; (4) Facilitating Oral Language Learning; (5) Encouraging Emergent Literacy Development; (6) Best Practice in Reading Instruction; (7) Embedded within Reading Workshop: Teaching Meaning and Skills; (8) Teaching Writing the Workshop Way; (9) Embedded within Writing Workshop: Teaching Skills and Meeting Special Needs; (10) Using Literacy to Learn: Integrating the Curriculum; (11) Portfolio Assessment: Determining What Children Know and Can Do; and (12) Parents as Partners in Literacy Education. Contains approximately 500 references. (RS)

ED 423 554 CS 509 896

Fahrmann, Jennifer; Hartz, Kim; Wendling, Marijo; Yoder, Kevin
The Internet as a Reflective Mirror for a Company's Image.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Education; Comparative Analysis; Content Analysis; *Corporations; *Design; *Internet; Media Research; *Organizational Communication; *Public Relations
IDENTIFIERS- Home Pages; Organizational Research; Research Suggestions; *Web Pages; Web Sites

The Internet is becoming the primary way that businesses communicate and receive information. Corporate Web addresses and home pages have become a valuable tool for leaving a solid mark on potential clients, consumers, and competition. To determine how differences in Web pages design reflect corporate image, a study examined Web pages from two organizational angles: professional public relations (PR) firms and retail corporations. Content analysis used a sample size consisting of eight corporations and eight PR firms, observing the various

ED 423 570 CS 509 914

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Minorities and Communication.
PUB DATE- 98
NOTE- 318p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Baseball; *Cultural Context; *Cultural Differences; *Ethnic Groups; Journalism; Laws; Mass Media Effects; *Mass Media Role; Mass Media Use; Media Research; *Minority Groups; *Newspapers; Television
IDENTIFIERS- Disney (Walt); Journalists; Media Coverage

The Minorities and Communication section of these Proceedings contains the following 10 papers: "L'affaire Jake Powell: The Minority Press Goes to Bat against Segregated Baseball" (Chris Lamb); "Strategies for Surveying Small, Urban Publications on Patterns of Writing Staff Racial Diversity" (Yvonne Laurenty); "Sensing, Valuation, and the Portrayal of African American TV Newsmakers" (Camilla Gant and John Dimmick); "The Influence of Television Use and Parental Communication on Educational Aspirations of Hispanic Children" (Alexis Tan and others); "Hire and Higher: An Analysis of the Relationship between Numbers of Asian-American Editors and Coverage of Local Chinese by 'The Oregonian' in Portland, Oregon" (Herman B. Chiu); "Tuskegee Airmen, Censorship, and the Black Press in World War II" (Michael S. Sweeney); "Policy and Press Coverage: Changing Coverage of Native Americans and Native American Issues in the Press, 1963-1983" (Jennifer Bowie); "The Invisible 'Model Minority': Images of Koreans on American TV" (Hoon Shim); "A Bumpy Carpet Ride: Disney and Cultural Controversy" (Keri Helene Bartok); and "More Sex Than Consequence: The Sexual Health Content of Latino Magazines" (Melissa A. Johnson). (CR)

ED 423 571 CS 509 915

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Newspaper.
PUB DATE- 98
NOTE- 338p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Content Analysis; *Editors; Environment; Foreign Countries; Information Sources; *Internet; *Journalism; Laws; *Mass Media Effects; Mass Media Role; Mass Media Use; Media Research; Medicine; *Newspapers; Ombudsmen
IDENTIFIERS- Hate Crime; *Media Coverage; White Supremacy

The Newspaper section of the Proceedings contains the following 14 papers: "Caught in the Web: Newspaper Use of the Internet and Other Online Resources" (Bruce Garrison); "'Powerful' Attributive Verbs and 'Body Language' Statements Revisited" (Sherrie L. Wilson); "Community Journalism at Work: Newspapers Putting More Emphasis on Importance of Local News" (David

ED 423 589 EA 029 202

Carnie, Fiona, Ed.; Large, Martin, Ed.; Tasker, Mary, Ed.
Freeing Education: Steps towards Real Choice and Diversity in Schools.
PUB DATE- 96
NOTE- 213p.; Collection of papers from the European Colloquium on Education: New Educational Environments: Rights, Responsibilities and Initiatives (Oxford, England, April 1995). Published by Hawthorn Press.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Environmental Education; Foreign Countries; *Government Role; Marketing; *Nontraditional Education; Partnerships in Education; Private Schools; Public Schools; *School Choice; *State School District Relationship
IDENTIFIERS- Education Reform Act 1988 (England); *Europe; *United Kingdom; United States

Has the revolution in British education over the past 15 years brought about greater educational freedom? Have parents gained freedom of choice under the neo-market system? Or has state influence over curriculum and instruction increased so much that choice and diversity have become a chimera? This collection of colloquium papers tries to answer these questions. Part I, "The Case for Freeing Schools," contains five papers: "Role of the State in Education" (Richard Pring); "Diversity, Choice and Excellence: Beyond the Comprehensive School" (David H. Hargreaves); "Choice as a Vehicle for Revitalisation of America's Inner City Schools" (Robert Peterkin); "Financing Free Education" (Rudolf Mees); and "Educational Freedom Across Europe" (Fiona Carnie). Part II, "How To Build More Diversity and Real Choice in Education," has five papers: "Third Sector Alliance: Schools That Want To Join the State System" (Colin Hodges); "'Opting in' under the 1993 Education Act: A Case Study of Oak Hill School, Bristol" (Ruth Deakin); "Steiner Schools in Ireland - A Case Study of Opting in" (Paddy McEvoy); "Muslim Schools in England and Wales" (Ibrahim Hewitt), and "Denationalising the Curriculum: From Bureaucratic Monolith to Safety Net" (James Tooley). Part III, "Education for Environmental Sustainability," contains two papers: "Education for Sustainability" (Crispin Tickell) and "Education in Partnership with Nature" (Andreas Suchantke). (Contains six appendices; each paper contains references.) (MLH)

ED 423 590 EA 029 259

Coleman, Jo Evans
Barriers to Career Mobility/Advancement by African-American and Caucasian Female Administrators in Minnesota Organizations: A Perception or Reality?
PUB DATE- 98
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Educational Administration; Elementary Secondary Education; Equal Opportunities (Jobs); Government

ED 423 609 EA 029 401

Sexual Harassment: It's Not Academic.
PUB DATE- 97
NOTE- 19p.; For the 1995 edition, see ED 402 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Prevention; *School Policy; School Security; Sexual Abuse; *Sexual Harassment

Sexual harassment affects students at all levels of education. To combat this problem, fundamental information that can help school administrators, teachers, students, and parents recognize and deal with sexual harassment under Title IX are presented in this pamphlet. The text describes quid pro quo harassment and hostile-environment harassment, and outlines the basic principles of harassment in a question-and-answer format. These questions include: What are some examples of sexual conduct? Must sexual conduct be unwelcome in order to be sexual harassment? Does all sexual conduct create a sexually hostile environment? When does sexual conduct create a sexually hostile environment? What steps can a school take to prevent sexual harassment? What can a student do if he or she is confronted with sexual harassment? How should a school respond to information about alleged sexual harassment? What if the student who was harassed insists on confidentiality, or asks that the matter not be pursued? What should a school do if it determines that there has been sexual harassment? What should be included in a school's grievance procedures? What should a school do to publicize its policy against sexual harassment? and How does a student file a complaint to the Office of Civil Rights? (RJM)

ED 423 610 EA 029 423

Fox, Jim
Research Compendium: Office of Educational Research and Improvement's National Institutes.
PUB DATE- 98
NOTE- 596p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Adult Learning; Children; Early Childhood Education; Educational Administration; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *High Risk Students; Postsecondary Education
IDENTIFIERS- *Office of Educational Research and Improvement

The Office of Educational Research and Improvement includes five National Education Research Institutes. This document reports on these Institutes' activities. The text opens with a discussion of the activities of the National Institute on Early Childhood Development and Education, including the operations of its subsidiary, the National Center for Early Development and Learning. The National Institute on the Education of At-Risk Students is covered next and features overviews of the Center for Research on Education, Diversity, and Excellence and

ED 423 628 EC 305 970

Byrd, Rita; Rous, Beth
Project STEPS: Instructional Strategies Manual for the Helpful Entry Level Skills Checklist. Revised Edition. Third Edition.
PUB DATE- 97
NOTE- 91p.; For other "Project STEPS" documents, see EC 305 968-972.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Disabilities; Early Childhood Education; *Early Intervention; Educational Principles; Interpersonal Communication; Interpersonal Competence; Learning Activities; Public Schools; *School Readiness; Self Management; *Teaching Methods; *Transitional Programs
IDENTIFIERS- Project STEPS KY

This manual, part of Project STEPS (Sequenced Transition to Education in the Public Schools) is intended to provide teachers, particularly those at the preschool level, with ideas for increasing independence in young children as they make the transition from preschool to school-age programs. Section 1 is an overview of instructional issues which describes the components of good teaching, phases of learning, and instructional strategies. Section 2 is a guide to using the manual. It defines terms and offers a procedure to identify strategies, activities, and adaptations to use with a specific child. The bulk of the manual consists of a guide to the specific instructional strategies and activities. These are divided into five categories: (1) classroom rules, (2) work skills, (3) communication skills, (4) social behavior skills, and (5) self management skills. Specific strategies and activities are coded as to appropriateness for children with hearing impairments, visual impairments, multiple disabilities, speech/language impairments, or good ideas for use in families. (DB)

ED 423 629 EC 305 971

Rous, Beth
Project STEPS: Assessment of Current Transition Practices and Transition System Development Plan.
PUB DATE- 97
NOTE- 20p.; For other "Project STEPS" documents, see EC 305 968-972.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Disabilities; Early Childhood Education; *Early Intervention; Evaluation Methods; Family Involvement; Inservice Education; Program Development; Program Evaluation; Public Schools; *School Readiness; *Staff Development; Training; *Transitional Programs
IDENTIFIERS- Project STEPS KY

This set of forms is part of Project STEPS (Sequenced Transition to Education in the Public Schools). They are intended to assist communities develop and use a formalized process for

ED 423 647 EC 306 737

Sanderson, Priscilla Lansing; Schacht, Robert M.; Clay, Julie A.
Independent Living Outcomes for American Indians with Disabilities: A Needs Assessment of American Indians with Disabilities in Northwestern New Mexico (Cibola, San Juan and McKinley Counties).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Day Care; Adults; Advocacy; Agency Cooperation; *American Indians; Cultural Differences; *Daily Living Skills; *Delivery Systems; *Disabilities; *Life Satisfaction; Program Evaluation; Program Improvement; Rehabilitation Programs; Services
IDENTIFIERS- Indian Health Service; Medicaid; Medicare; *New Mexico; Social Security Benefits

This fact sheet discusses the outcome of a study designed to understand the needs of American Indians with disabilities who may have problems that limit their ability to carry out daily activities. Thirty-two American Indians with disabilities were interviewed in three counties in northwest New Mexico regarding the things they used or needed because of their disability. Results indicated many of the respondents had more than one disability, with the most common disabilities being blindness, hearing impairments, and hypertension. The three most common activities limited by the respondent's disabilities were working on a job, taking care of things/responsibilities, and driving. The services needed but not received in the past year were help with services, help with food, dental care, help with clothing, and help with housing. The three most common service agencies providing help were Social Security, Indian Health Service, and Medicaid/Medicare. Respondents needing personal assistance services indicated they had a person who helped them with daily living activities. Recommendations are provided, including the need for service providers: to collaborate on providing services, to provide advocacy training, and to be aware of different tribal cultures. (CR)

ED 423 648 EC 306 740

Caplan, Elizabeth, Ed.; Blankenship, Kelly, Ed.; McManus, Marilyn, Ed.
Family Participation in Policymaking.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Children; *Emotional Disturbances; Family Involvement; *Mental Health Programs; Parent Associations;

ED 423 667 FL 025 402

Qualities of Effective Programs for Immigrant Adolescents with Limited Schooling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Attainment; *English (Second Language); *Immigrants; Professional Development; Program Design; Program Effectiveness; Program Implementation; Second Language Instruction; Secondary Education; *Secondary School Students; Student Placement
IDENTIFIERS- ERIC Digests

This Digest discusses the increase in the number of immigrant secondary school students who come to the United States with limited education and effective programs for serving this student population. For these students to succeed in school, they must learn to read, write, understand, and speak English, develop academic literacy in English to make the transition to the labor force or into other educational programs, and become socialized into American society during adolescence, a period of dramatic emotional and physical change. Factors essential in designing an effective program for these students are discussed, including program location, program structure, registration and placement procedures, transitions to other programs, comprehensive services and family involvement, and staff background and professional development. Components of successful secondary school programs are highlighted, including affective factors, instruction, comprehensive services, and professional development. (JL)

ED 423 668 FL 025 418

Gooden-Jones, Epsey M.; Carrasquillo, Angela L.
Developing English Writing Proficiency in Limited English Proficient College Students through Cooperative Learning Strategies.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Brainstorming; Classroom Techniques; Community Colleges; *Cooperative Learning; *English (Second Language); Instructional Effectiveness; *Limited English Speaking; Reading Assignments; Second Language Instruction; Skill Development; Teaching Methods; *Thinking Skills; Two Year College Students; Two Year Colleges; Writing Exercises; *Writing Instruction; Writing Skills

A study followed ten limited-English-proficient (LEP) community college students who were taught English largely using a cooperative learning approach. For four months, the students worked together using brainstorming techniques and collaborative reading and writing tasks. Task emphasis was on development of thinking skills through collaboration in whole group and pair situations. Results indicate that the cooperative learning approach improved the students' English

ED 423 690 FL 025 493

Martel, Guylaine
Pour une rhetorique du quotidien. Recherches Sociolinguistiques 4. (Toward a Rhetoric of Daily Language Use).
PUB DATE- 98
NOTE- 199p.
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Interpersonal Communication; Interviews; *Language Patterns; Language Research; *Language Usage; *Linguistic Theory; Native Speakers; *Persuasive Discourse; *Pragmatics; *Rhetoric

A study, based on a single sociolinguistic interview conducted in French in Canada, analyzed language patterns typical of daily interaction, particularly that found in argumentation. It is found that speakers show a natural ability to use reasoning and processes to construct an argument adapted to the particular communication situation. Such an ability falls into the area of "natural rhetoric." In contrast to formal rhetoric, which comes from scholarly knowledge, natural rhetoric develops through contact with others. Detailed analysis of oral discourse production reveals argumentative schemas that have great coherence and complexity. It indicates the speaker's natural competence in exploiting, proportioning, and articulating a range of argumentative processes. It also suggests that the discourse of "ordinary life" is not ordinary at all. Contains 119 references. (Author/MSE)

ED 423 691 FL 025 494

Wesche, Marjorie; MacFarlane, Alina; Peters, Martine
The "Bain Linguistique": A Core French Experiment at Churchill Alternative School, 1993-94. Final Report.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998). Portions of the text are in French.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attitude Change; Elementary Education; Foreign Countries; *French; Grade 5; Grade 6; Immersion Programs; *Intensive Language Courses; Intermediate Grades; Language Attitudes; *Language of Instruction; Language Role; *Language Skills; Language Usage; *Oral Language; Program Descriptions; Program Effectiveness; Program Evaluation; *Second Language Programs; Skill Development; Student Attitudes
IDENTIFIERS- *French Language Schools; Ontario (Ottawa)

This report describes an experimental intensive core French program for grades 5 and 6 at Churchill Alternative School in Ottawa (Canada). The aim was to improve the oral French skills of core French students by providing a period of intensive exposure to French and by increasing the total number of hours in French during one program year from 120 to 450. Unlike French immersion, this "bain linguistique" provides a one-time, intensive dose of French with the more limited objective of building oral fluency and preparing students to benefit more from subsequent core French instruction. Participating students were 21 ten- and eleven-year-old students, who received

ED 423 710 FL 801 241

Kissam, Ed
From Immigrant Enclave to Main Street, USA: The Social Policy Implications of Real-World Language Acquisition.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Demography; *Educational Needs; *English (Second Language); *Immigrants; Labor Force Development; Language Proficiency; Language Role; Learning Strategies; *Limited English Speaking; Mexican Americans; Policy Formation; Program Design; *Public Policy; Second Language Learning; Second Language Programs; Second Languages; *Sociocultural Patterns; Spanish Speaking; State Surveys
IDENTIFIERS- California

This paper presents findings from a state-sponsored study of the adult education needs of limited-English-proficient (LEP) adults in California. The findings relate primarily to the situation of the over 2.3-million Spanish-speaking LEP adults, and within this population, to Mexican immigrants. Data were gathered in household surveys in three geographically diverse immigrant communities. The focus here is on the study's implications for social policy and planning. Key findings are outlined in these areas: community diversity and its relationship to educational program design; the need for "survival English" vs. development of high-performance communication skills; instructional strategies for building English language skills; the need to explicitly teach learning strategies; the need for customized, community- and labor market-responsive program designs; patterns of participation in formal adult learning programs; and attention to functional context in adult English-as-a-Second-Language (ESL) instruction. The report also presents details on selected findings concerning language skills and their assessment, and examines Spanish-speaking LEP adults' skill development needs in four major functional domains: workplace; family life; community life; and lifelong learning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 711 FL 801 249

Burt, Miriam; Keenan, Fran
Trends in Staff Development for Adult ESL Instructors. ERIC Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Learning; Educational Needs; Educational Policy; Educational Trends; *English (Second Language); Enrollment Trends; *Language Teachers; Literacy Education; Public Policy; Second Language Instruction; Second Language Learning; *Staff Development; Trend Analysis

ED 423 730 HE 031 465

Ropers-Huilman, Becky; Costner, Stefanie
Participation and Progress: Improving the Climate for Women of Color in College.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; *Blacks; Cultural Differences; *Cultural Pluralism; Educational Attitudes; *Educational Environment; Educational Opportunities; Faculty; *Females; *Graduate Students; *Higher Education; Minority Groups; Seminars; Sex Differences
IDENTIFIERS- Louisiana State University Baton Rouge; *People of Color

This paper examines the interactions of a group of women of color in a graduate seminar, focusing on what they had to say about barriers and supports for women of color in higher education. Using critical race feminism as a theoretical framework, the paper focuses on the experiences of a professor and 10 graduate students who participated in a seminar entitled "Women of Color at College" at Louisiana State University, Baton Rouge, in 1997. Participants presented their works in progress while others responded and offered suggestions, critiques, and reinforcements. The group's discussions often focused on the desire for the educational environment to recognize differences between and among groups of people who appeared to be similar, as well as the difficulty of negotiating within all of the many identities held by the participants. It is recommended that efforts to support the success and contributions of women of color in higher education focus on recognizing differences (without essentializing them), creating inclusive environments based on those differences, and working within the tensions created by competing allegiances while retaining connections to various academic and nonacademic communities. (Contains 38 references.) (MDM)

ED 423 731 HE 031 467

Agbor-Baiyee, William
Applying Need Theories To Understand Leadership Motivation in College and University Presidencies.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Affiliation Need; *College Presidents; Educational Attitudes; Higher Education; Individual Development; *Leadership; *Motivation; Power Structure; *Psychological Needs; Research Universities; Self Actualization; Self Motivation

This study applied need theories to understand leadership motivation in college and university presidencies. Eight presidents from colleges and universities in a midwestern and a

ED 423 750 HE 031 545

Direct Loan Evaluation. Survey of Borrowers Participating in the Federal Direct Loan and Federal Family Education Loan Programs: Academic Year 1996-97. Volume One: Summary Report and Volume Two: Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 98
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Knowledge Level; *Parent Attitudes; *Student Attitudes; *Student Financial Aid; *Student Loan Programs; Student Surveys; Tables (Data); Telephone Surveys
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This report presents findings of a telephone survey of a nationally representative sample of 1,941 borrowers who received federal student loans during the 1996-97 academic year under either the Federal Direct Student Loan Program or the Federal Family Education Loan Program. The survey focused on quality and ease of loan program administration, satisfaction with the loan application process and servicing experiences, satisfaction with communications and support from the Department of Education and service providers, and understanding of key terms and features of the loan programs. Survey results were analyzed separately for student and parent borrowers under each program. Findings included: (1) borrowers under both programs were highly satisfied; (2) borrowers perceived the loan origination process as very or somewhat easy; (3) borrowers were generally satisfied with the timeliness of loan funds; (4) borrowers were satisfied with their counseling and contacts with the financial aid office; and (5) borrowers indicated relatively low awareness of key terms and features of the loan programs. Technical appendices include detailed tables, data on distribution of responses and response rates, questionnaire and item response frequencies, specifics of the research methodology, and the survey instruments. (DB)

ED 423 751 HE 031 546

Degrees Awarded by Oregon's Degree-Granting Colleges and Universities, 1994-95 (Tables Only).
PUB DATE- 98
NOTE- 310p.; For a related document, see HE 031 547.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate degrees; Bachelors Degrees; Community Colleges; *Degrees (Academic); Doctoral Degrees; *Higher Education; Intellectual Disciplines; Masters Degrees; Private Colleges; State Colleges; State Universities; Tables (Data)
IDENTIFIERS- *Integrated Postsecondary Education Data System; *Oregon

This document presents data tables detailing postsecondary degrees awarded by public and private colleges and universities in Oregon for the academic year 1994-95. The report includes associate, bachelor's, master's, doctoral, and first professional degrees. Data are from the Integrated Postsecondary Education Data System. The document uses the

ED 423 770 HE 031 616

Fine, Kerry Kinney
Higher Education Enrollments. Current Conditions and Recent Trends. January 1998.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Educational Policy; Educational Trends; Enrollment Projections; *Enrollment Trends; Higher Education; Policy Formation; Public Colleges; Public Sector; State Colleges; State Universities; *Trend Analysis
IDENTIFIERS- *Minnesota

This report on postsecondary enrollment trends in Minnesota was prepared in response to questions from state legislators concerning significant declines in enrollments at Minnesota state colleges and universities. Text, tables, and graphs provide a quantitative analysis of data derived primarily from the state higher education services office and from the Minnesota state colleges and universities system. Part 1 looks at enrollment trends across all of the postsecondary sectors from the mid-1980s through the mid-1990s. It also examines enrollment patterns of different groups and characteristics of students. Part 2 considers enrollment trends at the state universities in more depth. Part 3 offers some conclusions and policy implications. The report found the only identifiable factor paralleling enrollment changes was the level of state appropriations. The only factor identified that clearly contributed to a decline in freshman classes was the drop in participation of Minnesota high school graduates. The public sector (state universities and community/technical colleges) was found to have been most impacted by enrollment declines. Results have implications for policy concerning development of the state's labor force. (DB)

ED 423 771 HE 031 617

Lau, Ivy Cheuk-yin; Yeung, Alexander Seeshing; Jin, Putai
Academic Self-Concept Structure of Higher Education Students.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Conference of the Higher Education Research and Development Society of Australasia (Auckland, New Zealand, July 7-10, 1998). For a related document, see HE 031 617.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Chinese; *College Students; Foreign Countries; Higher Education; Models; *Self Concept; Self Evaluation (Individuals)
IDENTIFIERS- *Academic Self Concept; Hong Kong

The structure of academic self-concept of university students in Hong Kong (n=274) was examined using the English, math, school, and general self-concept scales of Marsh's Academic Self Description Questionnaire and an additional Chinese self-concept scale. Confirmatory factor analysis clearly defined the a priori factors, even when both verbal domains of English and Chinese self-concepts were included in the model. Results indicate the multidimensionality and domain specificity of

ED 423 790 HE 031 638

Grenzke, Janet
NEA Survey of Higher Education Members and Leaders.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; College Administration; *College Faculty; Decision Making; Educational Quality; Educational Technology; Faculty College Relationship; *Governance; Higher Education; National Surveys; Participative Decision Making; Teacher Associations; *Teacher Attitudes; *Unions
IDENTIFIERS- *National Education Association

A survey of National Education Association (NEA) higher education members examined opinions about governance issues, factors that affect quality education, and attitudes about the "new unionism." Characteristics of respondents are summarized and illustrated by characteristics such as median faculty income, length of time in higher education, and years at current institution. Responding to questions on how well the NEA and its local associations represent their interests, members give the NEA strong positive ratings, just behind department chairs. Asked about faculty involvement in campus governance, respondents indicated that they are least involved in making campus budget decisions, most involved in decisions involving adding or deleting courses, more involved in governance at campuses with collective bargaining agreements, and desire greater involvement in budget allocations. In negotiations and bargaining, respondents prefer consensus bargaining to traditional bargaining. On quality of education issues, 57 percent report being evaluated by peers, and most (including most tenured professors) report their employment is dependent on formal job evaluations. Finally, on questions concerning technology use, virtually all faculty report computer access, although only a fourth have used distance learning this year. (DB)

ED 423 791 HE 031 639

Long-Range Planning: 1998-2003.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); Enrollment Projections; Higher Education; Institutional Mission; *Long Range Planning; Mission Statements; *State Universities; *Strategic Planning
IDENTIFIERS- *University of North Carolina

This document presents the five-year (1998-2003) plan for the University of North Carolina that was approved by the institution's Board of Governors. Following a letter of transmittal to the state's executive and legislative leaders, Part 1, an introduction, explains the plan's development and lists and locates the state's 74 public and 45 private postsecondary institutions. Part 2 presents an overview of the demographic, economic, and educational context within which the university operates, including enrollment projections through fall 2006. Part 3 identifies planning assumptions and

ED 423 811 HE 031 659

Katz, Richard N., Ed.
Dancing with the Devil: Information Technology and the New Competition in Higher Education. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Agents; Change Strategies; College Administration; Competition; Decision Making; Governance; Higher Education; *Information Technology; Long Range Planning; Models; Residential Colleges; Self Evaluation (Groups); Strategic Planning; *Technological Advancement

The six chapters of this volume address issues related to emerging technologies and competition as higher education leaders plan for their institutions' development. A preface identifies common themes of the individual papers, including changes in higher education enabled by or driven by information technology, the authors' shared belief that the unique economic standing of colleges and universities as quasi monopolies is at risk; and their shared belief in higher education's mission and its capacity to renew itself continually. The individual chapters are: (1) "Can Colleges and Universities Survive in the Information Age?" (James J. Duderstadt), which posits evolvement of higher education from a loosely federated system of institutions to a knowledge and learning industry; (2) "Competitive Strategies for Higher Education in the Information Age" (Richard N. Katz), which focuses on information technology as a driver of needed change; (3) "Assessing the New Competitive Landscape" (Harvey Blustain, Philip Goldstein, Gregory Lozier), which offers a management model for institutional self-evaluation and decision making; (4) "The New Technologies and the Future of Residential Undergraduate Education" (Gregory C. Farrington), which concludes that imaginative institutions will use the new technologies to make education more effective, affordable, and accessible; (5) "Developing and Using Technology as a Strategic Asset" (William H. Graves), which offers a guide to investment in campus information technology and resources; and (6) "Tying Things Together: Advice for the Practitioner" (Katz, Richard N. et al.), which offers some principles for strategic planning to institutional leaders. (DB)

ED 423 812 HE 031 660

Jarvis, Peter
The Practitioner-Researcher. Developing Theory from Practice. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Case Studies; Classroom Research; Epistemology; Higher Education; Industry; *Professional Education; Qualitative Research; *Research and Development; School Business Relationship; Surveys; Theories; *Theory

administered by employer-led organizations; three-stream funding in the dual training system; and performance-based financing of independent schools. Financing methods of organizational structures of labor market training include the following: unemployment insurance-based training funds; model of regional planning and coordination; financing national training agencies; funding through employer-led organizations; funding through federal programs; and delegation of powers to the social partners. The major problem faced by ETF countries is underfunding of public VET due to shortage of state education budgets. Two solutions are decentralized financing schemes and market-based schemes. Both have positive and negative implications. (YLB)

ED 423 360 CE 075 266

Benedek, A.; Luttringer, J-M
The Role of the Social Partners in the Development of Training in Market Economy. Report of Subgroup B presented at the Advisory Forum Meeting (Turin, Italy, June 12-14, 1996).
PUB DATE- 96
NOTE- 29p.; For related ETF reports, see CE 075 265-271.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Corporate Support; *Educational Change; Educational Development; Foreign Countries; *Free Enterprise System; *Job Training; National Organizations; Postsecondary Education; Private Financial Support; *Private Sector; *School Business Relationship; Secondary Education; Tables (Data); Unions; *Vocational Education
IDENTIFIERS- *Europe (East); USSR

Subgroup B of the European Training Foundation's (ETF) Advisory Forum analyzed the role of the private sector in vocational education and training (VET) and focused on the role of the social partners in the transition process. A questionnaire on the role of social partners in the development of training in market economy was sent to 110 individuals; 43 responded. Results indicated that few national organizations dealt with VET and allowed social partners to contribute to shaping training policy. In most countries, laws regulated the operation of tripartite organizations. In half of the countries, regional bodies complemented the work of national committees; in the other half, such bodies did not exist. National and regional bodies were involved in policy making, counsel, and strategy creation. The emergence of social partnership was occurring in an unfavorable context of economic crisis and structural transformation. All the partner countries pointed out the difficulty encountered by employer organizations and employee trade unions in forming autonomous, representative forces. Tripartism was the emerging form of social regulation in the current transition phase. These action proposals were made to the ETF: observe, register, and analyze countries' initiatives; convince political deciders of the importance of social dialogue regarding VET; provide technical support; and involve social players in the European Union's Leonardo projects. (Appendixes include the instrument and tables and graphs.) (YLB)

ED 423 361 CE 075 267

The Roles and Responsibilities of Key Players within Continuing building, what determined sustainability, whether there was a role for a community builder, whether there was funding, how it evolved, and how success was defined. Interview data from eight groups were interpreted in three phases. Four main conclusions were drawn: (1) three key underpinnings for asset-based community building emerged: engaging others, relationship building, and action; (2) interviews and interpretations clearly indicated that the optimal group structure in community building was one that fostered an environment where the underpinnings could happen; (3) results of Listen and Learn II affirmed the elements of RAFF (Relationships, Action, Food, and Fun) that emerged from the first phase of the project; and (4) the Listen and Learn II method nurtured community building. (Appendixes include a description of development of Listen and Learn I, a model for community building; the model; summary; questionnaire and correspondence; and data analysis plan.) (YLB)

ED 423 378   CE 077 097

Roberts, Susan; Dedrick, Angie; Mitchell, Graham
Westlawn Keys to Community. Project Report.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Community Coordination; *Community Development; *Community Programs; Foreign Countries; Junior High Schools; Program Development; Program Implementation; Questionnaires; School Community Relationship; *Student Participation; Youth Programs
IDENTIFIERS- Edmonton Public Schools AB

This report describes a project initiated at Westlawn Junior High School, Edmonton (Canada), in which the Community Development Office of Capital Health (CDO) worked with students using the asset-based community building approach. Focus was on the discovery, connection, and mobilization of the students' assets and gifts and connecting these with those of people and groups in the communities. Fifteen grade 9 students met for one-half day per week for one term. Project leaders and the project advisor developed assumptions, goals, and objectives to guide and evaluate the project. For each youth gathering, project leaders developed a detailed plan, including expected outcomes. The youth met for 2 full-day workshops and 14 afternoons, in addition to some full days spent on special events and projects. They created, planned, and implemented two projects that fit project goals and objectives and used their own interests and abilities: working with the community to plant flowers in a local park and organizing a carnival for day care children in the area. The project evaluation recommended continuation of the project with minor modifications. The seven-page report is accompanied by these appendixes: "Who Are We?" and "Community Building Resources" brochures; community capacity building and asset mapping: model summary; "Listen and Learn I" summary; Jasper Place Gateway Foundation description; daily plans; evaluation sheet; summary of expenses; project rating sheet; evaluation executive summary; and summative evaluation questionnaire. (YLB)

ED 423 379   CE 077 107

The Insurance Educator. Volume VI. 1997.
PUB DATE- 97

Satisfaction; *Labor Market; Labor Needs; Labor Supply;
*Nurses; Nursing Education; Postsecondary Education; Wages
IDENTIFIERS- *United Kingdom

A national survey of registered nurses and analysis of official statistics provided an overview of the dimensions and dynamics of the labor market for nurses in the United Kingdom. Findings indicated the following: enrollment in preregistration nurse training courses decreased by 27 percent over the 1990s; initial entries to the UK Central Council for Nursing, Midwifery, and Health Visiting Register from preregistration nursing education courses continued to decline; and family-friendly and flexible working arrangements were the solutions proposed to improve recruitment and retention. The majority of respondents employed in nursing had responsibilities for dependent children, dependent adults, or both. Better resources to do the job, better pay, and greater availability of flexible working hours were cited as the three main factors that would have reduced the likelihood of respondents leaving nursing. More than one-third of National Health Service (NHS) nurses would leave nursing if they could; one-fourth were seeking a job change. NHS nurses cited better pay, better resources to do the job, and reduced workloads as the three main factors that would reduce the likelihood of their leaving nursing. An increasing proportion of NHS nurses agreed they could be paid more for less effort if they left nursing. Two-thirds of NHS nurses working internal rotation said it was not their preferred work pattern. Excess hours continued to be the norm. (14 references) (YLB)

ED 423 397   CE 077 148

The Demographic Challenge: New Patterns for a New Century.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Aging (Individuals); Blacks; Comparative Analysis; Demography; Disabilities; *Educational Attainment; *Educational Trends; Elementary Secondary Education; *Employment Patterns; Females; Foreign Countries; Higher Education; *Labor Force; *Labor Market; Minority Groups; *Population Trends; Rural Areas; Tables (Data); Teachers; Trend Analysis; Urban Areas
IDENTIFIERS- United States

The world population is changing: world population is growing rapidly, more people live in urban areas, and the share of the world's population living in OECD (Organisation for Economic Co-operation and Development) nations is shrinking. The U.S. population is becoming older and more diverse. Across the United States, demographic changes are playing out differently. In 1995, for example, the West had the highest concentration of minorities (36%) and the Midwest had the lowest (15%). Work force changes are paralleling changes in population. The U.S. work force will become more diverse as women, minority groups, older workers, and disabled persons represent larger shares of the work force into the next century. Although more people are investing in education and educational attainment is continuing to rise for most groups, important gaps in education remain across population groups. As the population continues to change, minorities will represent larger shares of K-12 and postsecondary education enrollments, and disabled students will constitute an increasing share of K-12 enrollment. Although the

IDENTIFIERS- *Australia; *Australian National Training Authority; TAFE (Australia)

This document is the 1997-1998 annual performance report of the Australian National Training Authority (ANTA), which was established in 1992 as a commonwealth statutory authority to advise commonwealth, state, and territory ministers on policies and mechanisms to help the vocational and training (VET) sector achieve a more national focus. Section 1 explains ANTA's origins, mission, and client service charter, and section 2 describes the roles and responsibilities of ANTA's ministerial council, board, chief executive officer's committee, key committees, and staff. Discussed in section 3 is ANTA's work in the following priority areas: implementation of New Apprenticeships and User Choice; expansion of market mechanisms; implementation of the National Training Framework; provision of greater opportunities and improved outcomes for underrepresented clients (the Aboriginal and Torres Strait Islander People's Training Advisory Council and ANTA Disability Forum); maximization of public expenditure; small business development; encouragement of a training culture within industry; and development of ANTA's structure and systems to facilitate achievement of national VET system objectives. Appended are the following: text of the ANTA agreement; ANTA's 1997-1998 work priorities; report on ANTA's progress against its work priorities; staffing statistics; membership lists of ANTA's board, committees, and councils; list of ANTA's consultancies; and financial reports. (MN)

ED 423 417 CE 077 199

Achieving Equitable Outcomes. A Supporting Paper to Australia's National Strategy for Vocational Education and Training, 1998-2003.
PUB DATE- 98
NOTE- 29p.; For related documents, see ED 420 764 and CE 077 200-201.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Cultural Differences; *Educational Change; Educational Discrimination; Educational Needs; Educational Opportunities; *Educational Policy; *Equal Education; Foreign Countries; *Job Training; Minority Groups; *Needs Assessment; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This paper is one of five supporting papers to "A Bridge to the Future: Australia's National Strategy for VET 1998-2003" (ED 420 764). Although some equity client groups in Australia are now relatively well represented in vocational education and training (VET), patterns of enrollment and achievement are not uniform. To respond to this situation and take into account the forces for change and dominant policy shifts that will affect the VET sector over the next 5 years, a new approach is required that must be based upon three critical elements: overcoming or removal of structural inequities; implementation of targeted responses to equity based on workable solutions; and introduction of resource allocation strategies and incentives that encourage responsiveness to client needs. This framework for equity is equally consistent with approaches based on a philosophy of "social justice" as with approaches from the perspective of "managing diversity." It will also supplement focus on selected broad client groups with closer

Summer Schools; Unemployment
IDENTIFIERS- Australia; Ireland; Learning Society; Russia; *United Kingdom

This book contains 12 papers exploring the problem of strengthening the notion of the United Kingdom as a learning society by making the country's higher education system more responsive to the various social groups that have traditionally been underrepresented in all areas of the nation's formal, postcompulsory education system. The following papers are included: "Introduction" (Julia Preece); "Mind the Gap: Widening Provision, Guidance, and Cultural Change in Higher Education" (Rennie Johnston, Fay Croft); "Extending the Guidance Boundaries: An Exploration of Educative and Empowering Guidance Strategies for Learners Who Have Been Long-Term Unemployed" (Ann-Marie Houghton); "Disadvantaged Youngsters: Raising Awareness, Aspiration and Access through a Summer School" (John R. D. Blicharski); "IT (Information Technology)-Based Guidance: Reaching the Parts that Other Guidance Cannot Reach?" (Irene Chapman, Sarah Williams); "What's the Point? Questions that Matter in Community-Based Projects Designed To Counter Social Exclusion and Increase Participation in Continuing Education" (Colin Trotman, Heather Pudner); "As Broad as It's Long: Challenging the Limitations of Traditional Continuing Education Strategies for Widening Participation" (Cal Weatherald, Geoff Layer); "Dismantling the Barriers: Educational Justice and Access in Ireland" (Rosemary Morris, Brian McMahon); "Student Equity: An Australian Perspective" (Margaret Heagney, Margaret James); "Access Strategies under Severe Circumstances: Promoting Access in the Chelyabinsk Region of the Russian Federation" (Maurits van Rooijen); "The Role of Social Theory in Action Research: Working for Change in a University Adult Education Department in a Multi-cultural City" (Jane Clarke); "Youth Views: A University of Bradford Community Action Research Project Conducted with and for Young People from Minority Ethnic Communities in Bradford" (Nadira Mirza, Tony Jowitt); and "Does It Make Any Difference that We Are a University? The Community Perspective" (Julia Preece). (MN)

ED 423 435 CE 077 250

Hooper, Derek; Farrell, Jane; Hedge, Annie; Thorpe, Tony
Can They Do That? Learning about Active Citizenship.
PUB DATE- 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Adult Learning; Behavioral Objectives; Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Civil Rights; Courts; *Democracy; *Disabilities; Educational Needs; Foreign Countries; Health Services; Justice; Learning Activities; *Legal Responsibility; Legislation; Lesson Plans
IDENTIFIERS- *United Kingdom

This book contains the materials required to conduct a seven-unit course in what it means to be an active citizen in the United Kingdom. The units are intended to be used in return to study and access courses and were written to be of immediate practical relevance to providers of further education college- or community-based courses for various audiences, including voluntary, women's, and self-advocacy groups and tenant's

Job Training; *Mental Disorders; Mentors; Peer Groups; Program Evaluation; School Involvement; *Young Adults

The purpose of this project is to develop and implement a comprehensive job training model that will increase the self-determination and integrated community employment of youth and young adults with serious mental illness or emotional disturbance. Project objectives are to (1) promote interagency collaboration and coordination; (2) increase competitive employment opportunities for youth by providing comprehensive services based on individual needs; (3) provide peer support from peer mentors; (4) strengthen school and community capacity by increasing awareness and knowledge of the needs of this population and the use of natural supports; and (5) evaluate the model and provide information useful for replication. By the end of year one, 88 individuals had been referred to the program. Of those, 51 completed the intake process and became participants in the project. Three-fourths of the participants were involved in some type of work experience. The project's status as of September 30, 1996 is discussed. Each objective is examined and efforts to implement it are presented. Also discussed is how information about the project's progress will be disseminated. Two case studies and five tables are included. (MKA)

ED 423 453 CG 027 846

Kobes, Keith J.; Lichtenberg, James W.
Personality Similarity, Interpersonal Perception, and Relationship Satisfaction.
PUB DATE- 97
NOTE- 43p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interpersonal Communication; *Interpersonal Relationship; Intimacy; *Marital Satisfaction; Personality Measures; *Personality Traits

Assumptions regarding the relationships among personality type, communication, and relationship satisfaction were investigated. The Myers-Briggs' claim about personality matching, communication, and relationship satisfaction was directly evaluated. Myers-Briggs has asserted that homogamy of psychological type has a direct and positive impact on the quality of dyadic communication (understanding), and subsequently, on relationship satisfaction; conversely, heterogamy of psychological type may be damaging to interpersonal communication and relationship satisfaction. Communication, specifically interpersonal understanding, is thought to be the variable that regulates the association between personality matching and relationship success. Of the four MBTI dimensions, the perceptual dimensions of Sensing (S) and Intuition (N) are considered to be the most significantly related to marital compatibility. In order to assess interpersonal communication, the Relationship Resources Communication Questionnaire was developed for this study. Results failed to confirm Myers-Briggs' assertion that matching on the S-N dimension of the MBTI is related to the communication variables of agreement, expected agreement, understanding, similarity, perceived similarity, or marital satisfaction. However, results confirm that communication is related to marital satisfaction, and some relationship resources are found to be more salient to marital satisfaction national and state trends, and arrest and treatment data for high school students. Chapter 3, "Drug-Specific Patterns of Use," covers tobacco, alcohol, inhalants, illicit drugs, marijuana, uppers, downers, cocaine and crack, hallucinogens, ecstasy, and steroids. Data on availability, prevalence and frequency of use, student attitudes, and other factors are presented. Chapter 4, "Demographic Variables and Substance Use," explores gender, race and ethnicity, school grades, family structure, socioeconomic status, and length of time in school district in relation to substance use. Chapter 5, "Other Factors Related to Substance Use," presents data on school problems, peer use, parties, availability, danger, parental attitudes, age of first use, extracurricular activities, and other factors. Chapter 6, "Alcohol and Drug Related Problems," discusses related behavior problems. Chapter 7 covers "Sources of Information and Assistance" for students with problems. Conclusions are presented in Chapter 8. The survey instrument, Substance use prevalence, alcohol, and inhalant tables, problem indicator questions, and extracurricular activity prevalence tables are appended. A separately bound executive summary is included. (EMK)

ED 423 474 CG 028 694

Moses-Zirkes, Susan; Hurley, Christine M.; Wrobel, Gordon D.
From Compass to Road Map: Developing Comprehensive Policy for Delivering Mental Health Services in Schools.
SPONS. AGENCY- Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Anaheim, CA, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehensive School Health Education; Elementary Secondary Education; *Mental Health Programs; *Public Policy; *School Health Services; *School Role
IDENTIFIERS- Education of the Handicapped Act 1986 (Part H); Individuals with Disabilities Education Act; *Minnesota; Rehabilitation Act 1973 (Section 504)

Providing mental health services to children and youth has long been a tremendous challenge for communities. Numerous reports and studies demonstrate that children in Minnesota and across the nation struggle with a variety of unmet mental health needs. As a result, children are placed at great risk for failure in education, in the work force, and in their relationships with others. This paper was written in an effort to help educators and education policymakers understand how and why schools are a key component of any comprehensive mental health service system. The paper has five purposes: (1) to provide a brief history of mental health services provided in educational contexts; (2) to examine the definitions of key terms used in the provision of education-related mental health services; (3) to describe laws and policies related to the provision of mental health services in schools; (4) to discuss child development issues related to mental health services in educational contexts; and (5) to offer a set of recommendations to guide policy development in children's mental health. (Contains 47 references.) (MKA) society information; (3) "Elegy to a Queer Kid," poem by Roisin Mongey; (4) "Oppression: Reality 101"; (5) "Cursed," poem by Nothing Wolfe; (6) "Validation"; (7) "Organization," which provides information about Youthquest drop-in resource center programs, including volunteer protocols, positions, committees and working groups, community partners and resources; (8) "To Justify Hate-Four Little Lies," an article regarding policies and data sources on homosexuality in British Columbia, which includes a glossary and bibliography. (EMK)

ED 423 494 CG 028 733

Tolman, Deborah L.; Porche, Michelle V.
Femininity Ideology as a Factor in Sexual Health Outcomes of Early Adolescent Girls.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Cultural Influences; Early Adolescents; *Females; Grade 8; Junior High Schools; *Sexuality; Well Being

Three contexts that make up girls' sexual health are explored: (1) Individual aspects are investigated using the Sexual Self-Concept Scale; (2) Relational aspects are evaluated using two sets of items created for this study; (3) The sociocultural context of sexual health is described. Working within an ecological model, this research is anchored in a feminist social constructionist analysis. Sexual health is defined as the ability to know and accept one's own feelings and to make responsible and safe choices. In discussing sexual health and risk of unintended pregnancy, the focus is on attitudinal rather than behavioral factors of risk and health because only a small portion of this sample had engaged in sexual intercourse at the time of the survey. However, the level of sexual activity is described for the sample, and the relationship of those activities to femininity ideology (controlling for access to information and support around sexuality in their sociocultural context) is examined. Demographics of the sample (N=146) are provided, measures are described, results are discussed, and conclusions are presented. (Contains 1 figure, 4 tables, and 17 references.) (Author/EMK)

ED 423 495 CG 028 736

Schuster, James M., Ed.; Lovell, Mark R., Ed.; Trachta, Anthony M., Ed.
Training Behavioral Healthcare Professionals: Higher Learning in the Era of Managed Care. Jossey-Bass Managed Behavioral Healthcare Library.
PUB DATE- 97
NOTE- 200p.; Foreword by Michael A. Freeman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Graduate Study; *Health Maintenance Organizations; Health Services; Higher Education; Medical Care Evaluation; Mental Health; Mental Health Programs; *Mental Health Workers;

(3) on average, Reading Recovery students scored in Quartile 3 on the reading subtest, while those students not in Reading Recovery scored in Quartile 2; (4) whether students participated in Reading Recovery or not had a determining effect on reading scores, while ethnicity and economic status did not; and (5) second grade students discontinued from Reading Recovery in first grade maintained average reading achievement in second grade. Recommendations include: continue and expand the program; use Reading Recovery to narrow the achievement gap; and implement a longitudinal study of the impacts of Reading Recovery on students' reading achievement throughout elementary school. (Contains nine tables and four figures of data; an appendix lists Reading Recovery and control schools.) (RS)

ED 423 515   CS 013 284

Hudson, Shelly J.
Examining the Teacher's Role while Moving toward Whole Language Beliefs and Practices.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Classroom Environment; *Educational Research; Elementary Education; Program Implementation; *Teacher Role; *Teaching Methods; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Learning Environments; Teaching Perspectives

The grassroots movement of whole language philosophies and their applications continue to be attempted by classroom teachers. However, even though educators have been provided with whole language theoretical foundations formulated through solid research conducted in the past 20 years, application into theory involves much more than traditional basal programs require. Recent research indicates it is the teacher's role which guides the philosophy's implementation and includes the reflection of personal educational experiences while questioning current or past methods of instruction. Incorporating new beliefs and practices will create tensions and produce different levels of implementation. Conclusions indicate implementing whole language philosophies involves a process that is individual and continual. Teachers should create learning environments where they can trust their students' ability to acquire knowledge through their own techniques and methods while guiding the journey. (Contains 23 references; appends an 8-item list of books to assist in the transition.) (Author/RS)

ED 423 516   CS 013 288

Taylor, Denny
Beginning To Read and the Spin Doctors of Science: The Political Campaign To Change America's Mind about How Children Learn To Read.
PUB DATE- 98
NOTE- 468p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Politics

processes they learned in their first-year college writing classroom when they leave the classroom. Subjects were 200 Florida State University students--a mixture of freshmen, sophomores, juniors, and seniors from a variety of majors during fall semester 1997. Subjects were asked to respond to three writing prompts. Results revealed that 10% indicated that they almost always use a process approach to writing; 48% said they frequently use some of the techniques they were taught in their first-year writing classes; 27% stated that once they left their freshman composition classrooms, they did not use any of the components of the process approach to which they had been exposed, and 15% were never taught writing as a process--their teachers required only one draft, the final draft. Of this group, 46% of the freshmen indicated that they do not use any components of the process approach, and that percentage dropped to 34% among sophomores, 18% among juniors, and 8% among seniors. Findings suggest that 38% of the freshmen, 50% of the sophomores, 48% of the juniors, and 56% of the seniors all use some of the techniques that they were taught in their first-year writing classes. (Survey findings are appended.) (CR)

ED 423 535   CS 216 493

Rouzie, Albert J.
The Play Element in Student Hypertext Composition and the Creation of Dramatic Experience.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Classroom Techniques; *Computer Attitudes; *Computer Mediated Communication; Computer Uses in Education; Electronic Text; Higher Education; *Hypermedia; *Play; Student Experience; *Writing (Composition); Writing Skills; *Writing Strategies
IDENTIFIERS- *Playfulness; Writing Contexts

A composition instructor became interested in the playfulness of electronic discourse and how it might reshape student composition. He noticed that playfulness sets many hypertexts off from their better-behaved print ancestors, suspecting that the playful elements of student hypertexts were more than mere "play," that they opened writers and readers to the text as dramatic, symbolic action. In students' hypertextual play, composers may play up and upon its difference from the stereotypical student academic essay as well as in simulation and parody of an array of other genres such as newspapers and guides. In creating a fluid, graphical, and textual space, students exhibit keen awareness that as composers they can create a dramatic space through a narrative frame or metaphor that may yield an experience of information for the audience. Authors can easily include alternative texts within a document, creating uncertainty in the framing of any particular segment. Authors must learn to accept the playful, slippery conditions of hypertext writing and use it to some effect. Playful movements, choices, and effects are the ways authors make a play for the reader's approval and sustained attention. (CR)

ED 423 536   CS 216 494

Web pages for a month. Results indicated corporations used much more elaborate and advanced graphics than did PR firms; corporations used moving graphics, highly technical pictures, and hand drawings, while PR companies relied more heavily on text to attract potential customers. The two groups also used different strategies in web page color. Corporations used many vibrant colors, while PR firms chose a simpler, more conservative color scheme. Both groups, however, used color to accomplish a certain theme. In the case of Web page link analysis, corporations used more links than PR firms did: corporations had 26 links per address while PR firms had 17 links. Corporations used external links more than PR firms did: only half the PR firms included links beyond their own organization, while every corporation used external links. Corporation links were also found to be more user-friendly. Future research may include how intended publics receive information from Web sites. By studying how effective Web pages are to the consumers, organizations can learn how to market themselves effectively to their target audience. (Contains 14 references and list of Web pages analyzed). (NKA)

ED 423 555   CS 509 897

Hornbrook, David, Ed.
On the Subject of Drama.
PUB DATE- 98
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; Creative Expression; *Dramatics; Educational Benefits; Elementary Secondary Education; Improvisation; Instructional Effectiveness; *Playwriting; *Student Participation; *Theater Arts
IDENTIFIERS- *Drama in Education

This book begins by pointing out that although much has been written on how the drama elements of the English curriculum might be taught in schools, not much guidance is available for teachers who regard drama not as an adjunct of English but as an arts subject in its own right. The book (a collection of articles by drama experts) shows how the subject of drama may be defined and taught. Drawing on literature, visual art, music, and dance as well as the rich and varied traditions of drama itself, an eclectic subject curriculum for students of all ages is mapped out. Opening up the field in new ways, the book embraces the widest possible range of dramatic knowledge and skills, from the "Natyashastra" of ancient India to contemporary classroom improvisation. It is divided into three sections: "The Teaching and Learning of Drama" provides ideas about interculturalism, creativity, and craft, key concepts informing the drama curriculum are interrogated and re-theorized for the classroom; "Making and Performing Drama in School" explores the fundamental processes of reading and writing plays for performance, along with the potential of dance to enhance and extend students' experience of dramatic performance; and "Watching and Understanding Drama" discusses insuring that the curriculum is appropriately balanced between the production and reception of drama. This last section emphasizes the role of students as audience (for both live and electronic performances) and the development of a dramatic

Kaszuba and Bill Reader); "Local Press Coverage of Environmental Conflict: A Content Analysis of 'The Daily Review,' 1985-1994" (Claire E. Taylor, Jung-Sook Lee, and William R. Davie); "The Impact of Beat Competition on City Hall Coverage" (Stephen Lacy, David C. Coulson, and Charles St. Cyr); "Newspaper Coverage of Medicine: A Survey of Editors and Cardiac Surgeons" (Raymond N. Ankney, Richard A. Moore, and Patricia Heilmann); "Effect of Structural Pluralism and Corporate News Structure on News Source Perceptions of Critical Content" (David K. Demers and Debra L. Merskin); "Handling Hate: A Content Analysis of Washington State's Newspaper Coverage of Hate Crimes and White Supremacists" (Virginia Whitehouse); "Superstars or Second-Class Citizens? Management and Staffing Issues Affecting Newspapers' Online Journalists" (Jane B. Singer, Martha P. Tharp, and Amon Haruta); "50 Years Later: 'What It Means To Miss the Paper': Berelson, Dependency Theory, and Failed Newspaper Delivery" (Clyde Bentley); "Newspaper Omsbudsmanship as Viewed by Omsbudsmen and Their Editors" (Kenneth Starck and Julie Eisele); "Free Trade or Fair Trade?: The U.S. Auto Trade Policy and the Press" (Kuang-Kuo Chang); "Australian Newspaper Gatekeepers: Their Use of Readership Research" (Kerry Philip Green); and "Sources of the Decline in Newspaper Reading: Examining Long-Term Changes by Means of Nonlinear Trend Decomposition" (Wolfram Peiser). (CR)

ED 423 572 CS 509 916

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1988). Public Relations.
PUB DATE- 98
NOTE- 471p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; *Computer Mediated Communication; Conflict Resolution; Curriculum Development; Females; Forestry; Health Services; Higher Education; *Information Dissemination; *Journalism; *Mass Media Role; Mass Media Use; Media Research; *Public Relations; *World Wide Web
IDENTIFIERS- Air Force; Technology Integration

The Public Relations section of the Proceedings contains the following 15 papers: "The World Wide Web as a Public Relations Medium: The Use of Research, Planning, and Evaluation by Web Site Decision-Makers" (Candace White and Niranjan Raman); "Enlightened Self Interest--An Ethical Baseline for Teaching Corporate Public Relations" (Patricia T. Whalen); "Public Relations' Potential Contribution to Effective Healthcare Management" (Chandra Grosse Gordon and Kathleen S. Kelly); "Paychex PR: Does It Contradict the Excellence Study?" (Andrea C. Martino); "Exploring an IMC Evaluation Model: The Integration of Public Relations and Advertising Effects" (Yungwook Kim); "Public Relations and the Web: Measuring the Effect of Interactivity, Information, and Access to Information in Web Sites" (Michelle O'Malley and Tracy Irani); "Conflict Resolution: The Relationship between Air Force Public Affairs and Legal Functions" (James William Law); "Organizations and Public Relations: Institutional Isomorphism" (Hyun Seung Jin); "No, Virginia, It's Not True What They Say about Publicity's 'Implied Third-Party Endorsement' Effect" (Kirk Hallahan); "Searching for Excellence in Public Relations: An Analysis of the Public Relations Efforts of Five Forestry Companies in the

(Administrative Body); Higher Education; Industry; *Promotion (Occupational); Racial Discrimination; Sex Discrimination; Sex Stereotypes; Socialization; *Whites; *Women Administrators
IDENTIFIERS- *African Americans; *Glass Ceiling; Minnesota

The primary purpose of this research was to identify perceived barriers affecting African-American and Caucasian female administrators' career mobility/advancement in education, business/industry, and government in Minnesota. The study explored women's perceptions of the effects that race/gender discrimination and gender underrepresentation have had in administrative positions, highlighting individual, group, and organizational barriers to advancement. A selected sample of 49 female administrators (10 African-Americans and 39 Caucasians) responded to two questionnaires: Survey of Minnesota Employees and Administrator's Barrier-Strategy Inventory. The most frequently identified barriers for African-American respondents were racial discrimination (88 percent), no opportunity for upward mobility (75 percent), exclusion from the old boys' network (71 percent), and negative attitude toward women in administration (71 percent). Caucasian respondents listed exclusion from the old boys' network (79 percent), employers' negative attitude toward women (55 percent), lack of professional networking (52 percent), and negative attitude toward women in administration (48 percent). Female administrators agreed in all barrier subscales, except for type of discrimination and support barriers. The glass ceiling is very real for both groups. Included are several tables. (Contains 45 references.) (MLH)

ED 423 591 EA 029 263

Bechtel, David
Principal Perceptions of Restructuring: Is There a "Deal" between Districts and Schools?
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrator Attitudes; High Schools; *Performance Contracts; Power Structure; *Principals; *School Based Management; *School Districts; *School Restructuring
IDENTIFIERS- *United States (Midwest)

This study examines restructuring from principals' perspectives. It explores restructuring as a "deal" between a district and individual schools, wherein the school receives greater autonomy over budgets, personnel, and school policies, in return for stricter accountability for results, usually defined in terms of student achievement. The study tried to determine whether this conception of restructuring, based on the literature and district policies, matches principals' own perceptions. Two rounds of interviews were conducted with 12 high-school principals in an urban midwestern district implementing school-based management and enhanced accountability systems. District documents served as secondary data sources. Despite the introduction of site-based management, nine principals did not see their district as an example of "the deal," as there was no real autonomy at the school level. Several principals argued that the district was unwilling to grant "real power" to the schools. Three the Center for Research on the Education of Students Placed At Risk. This section is followed by an analysis of the National Institute on Educational Governance, Finance, Policymaking, and Management and its programs, such as the Consortium for Policy Research in Education and the National Center for the Study of Teaching and Policy. The report then describes the activities of the National Institute on Postsecondary Education, Libraries, and Lifelong Learning. This Institute's centers include the National Center for Postsecondary Improvement and the National Center for the Study of Adult Learning and Literacy. Finally, the National Institute on Student Achievement, Curriculum, and Assessment includes the Center for the Improvement of Early Reading Achievement, the National Center for Research on Evaluation, Standards, and Student Testing, the National Center for Improving Student Learning and Achievement in Mathematics and Science, and the National Research Center on English Learning and Achievement. Each section includes information on field-initiated studies, small-business innovation research, and directed research. (RJM)

ED 423 611 EA 029 424

A National Study of Charter Schools. Executive Summary.
SPONS. AGENCY- National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 19p.; For the full report summarized here, see EA 029 425.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Charter Schools; Educational Assessment; Educational Change; Elementary Secondary Education; National Surveys; Nontraditional Education; Policy Formation; School Administration; *School Organization

At the recommendation of Congress, the U.S. Department of Education is sponsoring a National Study of Charter Schools. This document is summary of the second-year report of this study. The second-year report presents information about charter schools for the 1996-97 school year and is based on a telephone survey designed to collect data from all operational charter schools. The executive summary offers an overview of the report's focus, and it details the growth trends of charter schools. It looks at the states' role in charter schools and discusses key legislative features that dictate the number and types of charter schools that are created within each state. Some characteristics of charter schools are given, such as their size, their nontraditional configurations, and their history. Profiles of students who attend these schools are offered, along with details on how these schools have similar racial/ethnic distribution, how they are similarity to other district schools, and how they serve students of color and low-income students. Some of the reasons why charter schools are started are given, along with some of the factors that attract parents to these schools. The summary closes with a description of some of the challenges facing those who wish to start a charter school. (RJM)

ED 423 612 EA 029 425

Berman, Paul; Nelson, Beryl; Ericson, John; Perry, Rebecca; Silverman, Debra
A National Study of Charter Schools. Second-Year Report.
SPONS. AGENCY- National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC.

assessing the current status of transition within their community and for interagency planning related to the development of a community-wide transition team. The forms are to be completed by a community team during a three-day intensive inservice training session. The inservice process involves three steps: (1) completion of the team vision and scope statement; (2) assessment of the current status (whether formalized policies and procedures are in place, partially in place, or not in place); and (3) development of the transition system plan, including choice of activities for implementation, timelines for completion, and assignment of responsible individuals. The assessment process involves evaluation of current administrative structure, the Interagency Committee, staff development, family involvement, and child transition. (DB)

ED 423 630　　　　EC 305 972

Stephens, Peggy; Rous, Beth
Project STEPS: Local Interagency Council Starter Kit.
PUB DATE- 91
NOTE- 13p.; For other "Project STEPS" documents, see EC 305 968-971.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Community Services; *Disabilities; *Early Intervention; Infants; Preschool Education; Program Development; *Transitional Programs
IDENTIFIERS- *Kentucky; Project STEPS KY

This packet, part of Project STEPS (Sequenced Transition to Education in the Public Schools), is intended to aid local agencies in forming local interagency councils and is based on experiences in Kentucky since 1983 in the development of Preschool Interagency Planning Councils (PIPCs). Section 1 provides an overview of the PIPC network, a group of community agencies working to coordinate and improve services to young children with disabilities and their families. Section 2 provides information in a question and answer format on the purpose of the PIPC and covers the need for such councils, how interagency councils help their communities through early intervention, and examples of PIPC accomplishments. Section 3 provides specific information and sample forms for establishing and maintaining local PIPCs. Included are a discussion of organizational strategies, a sample letter inviting agencies to an organizational meeting, an agenda for the first interagency council meeting, and a survey form. (DB)

ED 423 631　　　　EC 306 033

Cohen, Michael W.
The Attention Zone: A Parents' Guide to Attention Deficit/Hyperactivity Disorder.
PUB DATE- 98
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials -

*Parent Empowerment; Parent Influence; *Parent Participation;
Parent Rights; *Policy Formation; Public Policy; *State Programs

This bulletin focuses on family participation in mental health policymaking and highlights state efforts to increase family involvement. Articles include: (1) "Promoting Family Member Involvement in Children's Mental Health Policy Making Bodies," which describes how different states are promoting family member involvement in various statutory and policy schemes; (2) "Partners in Policymaking: Far More than the Object of Policy," which provides quality principles for evaluating programs; (3) "Social Security Administration Reviews Closed Cases for Children with Disabilities"; (4) "Family Advocacy Coordinators: Evolving Roles in Colorado's System of Care"; (5) "Hawaii Federal Court Consent Decree Mandates Consumer and Family Member Participation in Policymaking"; (6) "Child and Adolescent Local Area Networks of Care in Illinois"; (7) "Partners at the Policy Table," which describes efforts in Massachusetts to involve parents in public policy discussions; (8) "Rhode Island's Efforts To Promote Family Member Participation in Policymaking"; (9) "Family Member Involvement in Policymaking in Vermont"; (10) "Family-Professional Relationships: Moving Forward Together: A Summary of the National Peer Technical Assistance Network's 1998 Publication"; (11) "1998 Building on Family Strengths Conference Held in Portland"; and (12) "EAT PYE: Youth Participation in Policymaking". The bulletin closes with a list of publications on family participation and advocacy. (CR)

ED 423 649 EC 306 741

Title 1--Helping Disadvantaged Children Meet High Standards; Final Rule. Federal Register, Part IV: Department of Education, 34 CFR Part 200.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; *Disabilities; Disadvantaged Youth; Elementary Secondary Education; *Federal Programs; *Federal Regulation; *Financial Support; *Integrated Services; School Districts; State Federal Aid
IDENTIFIERS- Amendments; *Elementary Secondary Education Act Title I; Federal Register; Individuals with Disabilities Education Act

This document provides final regulations that amend the Title 1 program, under Part A of the Elementary and Secondary Education Act, for helping disadvantaged children meet high educational standards. These new regulations amend the schoolwide program requirements to allow a percentage of funds received by a local education agency (LEA) under Part B of the Individuals with Disabilities Education Act to be combined with other federal, state, and local funds to carry out any activities in a schoolwide program. The regulations also amend regulations governing the exclusion of supplemental state and local funds from supplement, not supplant and comparability determinations, to allow a state or LEA to exclude supplemental state and local funds that are expended in any school attendance area or school from both supplement, not supplant and comparability determinations under Parts A and C of Title 1, as long as the supplemental state and local expenditures are for programs that meet the intent and purposes of Part A. The no-side-variance and construction changes proposed in the Notice of Proposed writing skills. Eight passed the College Writing Assessment Test, and all expressed the feeling that they had improved their writing skills and viewed writing as a mode of learning. (Contains 21 references.) (MSE)

ED 423 669 FL 025 442

Backgrounder: Bilingual Education in California.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance Patterns; *Bilingual Education; Educational Trends; Elementary Secondary Education; *English (Second Language); Federal Legislation; Language Research; *Limited English Speaking; *Policy Formation; Second Language Instruction; Spanish Speaking; State Legislation; State Standards; *Statewide Planning; Teacher Qualifications; Teacher Role
IDENTIFIERS- *California

The report provides an overview of bilingual education in California. It begins with recent data on demographic trends in the state, particularly among elementary and secondary students, the rate of increase in enrollment of limited-English-speaking (LEP) students, first languages of LEP students, and the family's influence in English language learning. State and federal requirements for schools' provision of services to LEP students are examined, noting some new state policies for English language instruction. Bilingual education is defined, and four approaches to it are described: instruction primarily in the first language; specially-designed English instruction with first-language support; sheltered immersion, or special content instruction in English; and full immersion in English-language classrooms. The role of the teacher and of teacher qualifications in improving bilingual education and the costs of bilingual education are discussed briefly, and related research is summarized. Issues faced by both the state and the schools in making major policy decisions are outlined, and sources of further information are noted. Data on the characteristics of LEP students are graphed, including age distribution, first languages, instructional settings for English language learning, and the ten counties with the largest distribution of LEP students. (MSE)

ED 423 670 FL 025 447

Marks, Emilia Alonso; Moates, Danny R.; Bond, Zinny S.; Vazquez, Leonor
Vowel Mutability: The Case for Spanish.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 13- 17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Patterns; *Language Processing; Language Research; *Linguistic Theory; Native Speakers; *Phonology; *Spanish; Vocabulary; *Vowels
IDENTIFIERS- Nonsense Words

instruction in French during half of the school day (French language arts, physical education, art) and regular instruction in English during the remainder of the day (English language arts, mathematics, science, social sciences). The report summarizes the program's outcomes in student gains in French listening and speaking proficiency and changes in their attitudes toward French study and use. Supporting program materials are appended. (MSE)

ED 423 692 FL 025 495

Chrisman, Roger
Spelling Instruction in ESL: English Orthography and Resources for Spelling Instruction in English as a Second Language.
PUB DATE- 96
NOTE- 37p.; Master's Field Project, University of San Francisco.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alphabets; Class Activities; Classroom Techniques; *English (Second Language); *Language Patterns; *Linguistic Theory; Second Language Instruction; *Spelling Instruction; Systems Approach; *Whole Language Approach

A discussion of spelling instruction for learners of English as a second language (ESL) looks at writing systems, the literature of ESL instruction, and the literature of English language arts in general. It begins with a typology of writing systems, examining how they represent both grammatical and phonological features. The nature of English orthography is then explored, focusing on its evolution, the influence of morphology on it, and its regular and irregular features. Literature on the pedagogy of spelling is then reviewed, drawing from that of the language arts in general and of ESL instruction in particular. A number of recommendations for classroom spelling instruction are presented, including those concerning the role of reading, exploration of hidden structure in the English writing system, and degree of emphasis on spelling in language instruction. (Contains 25 references, some annotated.) (MSE)

ED 423 693 FL 025 496

Salminen, Jane
Using Wordless Books in Your ESL Class.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Class Activities; Classroom Techniques; Creativity; *English (Second Language); *Instructional Materials; Limited English Speaking; Media Selection; *Picture Books; Second Language Instruction; *Self Expression; *Writing Instruction

Wordless picture books are a gift to the student of English as a Second Language (ESL). A strong story line is delivered through illustrations which are thoughtfully prepared. These books free

Because of the high and rising numbers of adult students of English as a Second Language (ESL), the need for qualified teachers is strong. Instructors need to know how to work with a learner population that is diverse in race, culture, native language, economic status, motivation, and educational background. They also need to know how adults learn best and how instruction can best facilitate this learning, and in particular, how adults learn a second language. An inquiry-based model for staff development, using systematic, intentional teacher research on school and classroom work addresses a number of professional development concerns for this population. Federal and state initiatives provide some support for staff development programs and resources, a number of states (including California, Illinois, Texas, Massachusetts, and Virginia) have notable programs. Some of the challenges to good staff development are minimal state and local certification requirements, the part-time nature of adult instruction, high staff turnover rates due to working conditions, a limited research base for adult instruction, and limited resources. Promising practices for staff development include distance education and electronic networking. Contains 28 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 712 FL 801 250

Weigle, Sara Cushing
Initial Cutoff Ranges for the BEST and NYS Place Test for Placement into Model Standards Proficiency Levels. Adult English-as-a-Second-Language Assessment Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 95
NOTE- 21p.; For related documents, see FL 801 251, 253-254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *English (Second Language); *Language Proficiency; Literacy Education; Second Language Instruction; State Standards; Statewide Planning; *Student Placement
IDENTIFIERS- Basic English Skills Test; California; New York State Place Test; *Placement Tests

The report describes a 3-year project to identify and develop appropriate assessment tools for placing adult English-as-a-Second-Language (ESL) students into the appropriate proficiency levels according to California's state ESL standards for adult education programs. This involved reviewing 18 commercially available instruments to determine their suitability by matching content with the state standards, field testing five potentially promising instruments, surveying agencies across the state to determine current ESL placement practices, development of a framework for producing assessment models, and analysis and interpretation of testing results. Two of the five instruments previously field-tested were then recommended for use: the New York State Place Test (NYS) and Basic English Skills Test (BEST). In the third year, initial cutoff ranges for the two tests were established and a test development plan to guide production of operational placement instruments was created. The report focuses on the first of these two tasks. The method of field testing and data analysis are described for both tests, and results of field testing are presented separately. Results are discussed and recommendations for refinement are made. Contains 6 references. (MSE) (Adjunct ERIC southeastern state were interviewed. The participants had been in their present position for at least three years. Included were two leaders from research universities, two from doctoral-granting universities, one from a masters-granting university, and three from baccalaureate or liberal arts institutions. A thematic approach was used to analyze the texts of the interview transcripts. The results indicated that the presidents were motivated by a need for achievement, affiliation, power, esteem, self-actualization, and growth. The study suggests that understanding and fulfilling the needs of academic presidents may promote their work satisfaction and motivation to provide sustained executive leadership in their institutions. It is likely that presidents whose needs are not aligned with those of their institutions may experience a heightened sense of personal conflict, may find their work to be meaningless, or may create unnecessary problems for other members of their organizations. (Contains 34 references.) (MDM)

ED 423 732 HE 031 468

Lees, Kimberly A.; Carruthers, S. Sally
Unlocking the Door to Effective Mentoring: An Activity-Based Handbook for Mentors and Mentees.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *College Students; Cultural Differences; *Higher Education; Learning Activities; *Mentors; Sex Differences; Student Role; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- University of Northern Colorado

This activities-based handbook is designed to assist both mentors and mentees in colleges and universities in developing a relationship that is respectful, meaningful, and fulfilling. It defines the terms associated with the mentoring process and discusses how knowledge of self is critical to developing a successful mentor-mentee relationship. The handbook outlines the role of mentors and mentees, and also provides sets of empowerment activities for each phase of the mentor-mentee relationship, and tips for strengthening the role of mentors and mentees. It includes answers to commonly asked questions about mentoring and ideas for organizational support for the mentoring process. A discussion of gender and minority issues relevant to mentoring is also included. The handbook also reports the results of a study on the mentor-mentee relationship among participants in the University of Northern Colorado McNair Scholars Program. Suggested readings and resources are included. (Contains 23 references.) (MDM)

ED 423 733 HE 031 469

Serow, Robert C.; Brawner, Catherine E.; Demery, James
Faculty Rewards and Curriculum Reform (and Vice-Versa).
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

Classification of Instructional Program (CIP) codes. Summary tables of degrees awarded precede the more detailed tables. Summary tables are arranged by institution, by program area (CIP code), and for first professional degrees, with each data set including separate tables broken down by racial/ethnic background in similar formats. Detailed tables are organized in two major sections: degrees awarded by each institution in segment groupings (state system, community colleges, and independent), and degrees awarded by each major program area. Each table is followed by a parallel table showing racial/ethnic breakdown in similar format. The appendix provides tables and charts which show degrees awarded in Oregon over a 10-year period. (DB)

ED 423 752 HE 031 547

Certificates Awarded by Oregon's Degree-Granting Colleges and Universities, 1994-95 (Tables Only).
PUB DATE- 98
NOTE- 137p.; For a related document, see HE 031 546.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Certificates; *Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; State Colleges; State Universities; Tables (Data)
IDENTIFIERS- *Integrated Postsecondary Education Data System; *Oregon

This document presents data tables detailing certificates awarded by public and private colleges and universities in Oregon for the academic year 1994-95. The report includes certificates awarded for less than one year, one year to two years, three to four years, and post-baccalaureate and post-master levels. Data are based on the Integrated Postsecondary Education Data System. The document uses the Classification of Instructional Program (CIP) codes. Summary tables of certificates awarded precede the more detailed tables. Summary tables are arranged by institution and by program area (CIP code), followed by tables showing racial/ethnic background in similar formats. Detailed tables are organized in two major sections: certificates awarded by each institution in segment groupings (state system, community colleges, and independent), and certificates awarded by each major program area. Each table is followed by a table showing racial/ethnic breakdown in similar format. (DB)

ED 423 753 HE 031 548

Tatto, M. Teresa
Report on the Evaluation Study of the Training for Development Program.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 87
NOTE- 50p.; This project was also supported by the Tinker Foundation, the Committee on Latin American and Iberian Studies of Harvard University, and the Harvard Institute for International Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; *Developing Nations; Faculty Development; Foreign Countries; *Foreign Students; Government

academic self-concepts of students in higher education, a finding consistent with previous research with high school students. Using an even stronger construct validation approach by including English, math, and Chinese achievement scores in the models, there was further support for the multidimensionality of students' academic self-concept in that achievement scores were highly correlated with self-concepts in corresponding subjects but were either uncorrelated or correlated negatively with nonmatching subject domains. In the same model, the inclusion of Chinese (the native language of the students) and English (the major language of instruction) provided a particularly demanding test of domain specificity of academic self-concept. Findings suggest the need for considering this strong multidimensional nature in studies of higher education students' academic self-concept and other related constructs. (Contains 45 references.) (Author/DB)

ED 423 772 HE 031 618

Yeung, Alexander Seeshing; Lau, Ivy Cheuk-yin
The Internal/External Frame of Reference in the Self-Concept Development of Higher Education Students.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Conference of the Higher Education Research and Development Society of Australasia (Auckland, New Zealand, July 7-10, 1998). For a related document, see HE 031 617.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Chinese; *College Students; English; Foreign Countries; Higher Education; Mathematics; Models; *Self Concept; Self Evaluation (Individuals); Student Development; Theories
IDENTIFIERS- *Academic Self Concept; *Internal External Frame of Reference Model

This study examined the internal/external (I/E) frame of reference model of self-concept (Marsh, 1986) with higher education students in Hong Kong (n=274). Structural equation models relating English and math achievement (both requirements for university entrance) to English and math self-concepts replicated the I/E model in that paths leading from prior achievement to subsequent self-concept in matching curriculum domains were positive and statistically significant, indicating a strong external social comparison of students' own competence with the competence of other students in forming their self-concepts, paths from prior achievement to subsequent self-concept in nonmatching domains were negative and statistically significant, indicating a strong internal comparison between students' own competence in different curriculum areas. When the model was tested with Chinese (the students' mother tongue but not a requirement for higher education), paths relating matching curriculum domains were significantly positive as expected, indicating a strong external frame of reference; paths relating nonmatching domains were close to zero, indicating that the internal comparison between subject areas was weak. The study extends previous research by demonstrating that the I/E model is applicable to higher education students, but only when both the verbal and math achievements are salient sources of feedback for the development of self-concept in an academic setting. (Contains 33 references.) (Author/DB)

ED 423 773 HE 031 619

summarizes the six interrelated strategic directions needed to fulfill the university's mission; also addressed is progress achieved in addressing strategic directions of the previous long-range plan. Part 4 sets forth the overall mission for the University of North Carolina and notes relevant constitutional and statutory mandates. Part 5 presents the general academic mission for each of the 16 constituent institutions, including educational mission, descriptive classification, all currently authorized degree programs, all new programs authorized under the 1998-2003 plan, and an organization chart. Part 6 outlines the schedule for future planning. Nine appendices provide enrollment figures by discipline, an inventory of degree programs, a summary of programs to be established and discontinued, and institutional research institutes and public services units. (DB)

ED 423 792 HE 031 640

Department of Defense Education Activity: Research and Evaluation Branch. School Summary of Post-Secondary Plans, 1996-97 Evaluation.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; Career Choice; *College Bound Students; *College Choice; High School Graduates; *High School Seniors; High Schools; Higher Education; *Military Personnel; Military Schools; Research and Development; Scholarships; Tables (Data)
IDENTIFIERS- *Department of Defense; *Dependents Schools

This report presents findings of a survey of high schools in the Department of Defense Dependents Schools and the Domestic Dependents Elementary and Secondary Schools for school year 1996-97 regarding graduating seniors' plans after graduation. Major findings indicate that of the 3,117 graduating seniors at DOD schools, four out of five planned to attend college, with most of these planning to attend a four-year college or university; 10 percent of the class planned to enter the military; graduates were awarded over $26 million in scholarship monies, averaging $10,216 per graduating senior planning to attend college; 58 percent of this money was awarded through military scholarships, including $8.7 million for the military academies. Tables and charts provide detailed displays of data for 1997 graduates by military district, ethnic status, and graduates' plans after graduation; specific graduate plans (four year-college, two-year college, vocational, job, military, apprenticeship, or undecided) by military district; dollar amounts awarded to graduates by scholarship type and military school system; scholarship monies awarded by district and scholarship type; and colleges and universities most chosen by graduates. (DB)

ED 423 793 HE 031 641

Transforming Postserondary Education for the 21st Century.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Practice Relationship; Trend Analysis

This book examines the role of the professional practitioner-researcher and the relationship between practice, practical knowledge, and theory. It is divided into five parts. The three chapters of Part 1 review the emerging role of the practitioner-researcher, the education of professionals in light of the theory-practice relationship, and researching one's own practices. Part 2's three chapters discuss the nature of practice, reflective practice, and practical knowledge. Emphasis is on the view of knowledge as subjective and practical, leading to a distinction between knowledge and information. Part 3 suggests that research into practice must take the form of qualitative case studies, with documentary evidence linking the qualitative and quantitative. Individual chapters discuss case studies, action research, collaborative research, using documents, and small-scale surveys. The three chapters of Part 4 reconceptualize theory, stressing the importance of personal theory and describing the process from practice to theory and theory to practice. Finally, Part 5's three chapters look at the changes that are occurring in the relationship between education and the world of work and urges partnerships between higher education and the corporate university. (Contains approximately 150 references.) (DB)

ED 423 813 HE 031 661

Mestenhauser, Josef A., Ed.; Ellingboe, Brenda J.
Reforming the Higher Education Curriculum. Internationalizing the Campus. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 98
NOTE- 272p.; Based on papers presented at a 1996 faculty/student seminar at the University of Minnesota's College of Education and Human Development (1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; *College Curriculum; *Curriculum Development; *Educational Change; *Global Approach; Higher Education; Interdisciplinary Approach; International Education; Multicultural Education

The 13 chapters of this book attempt to challenge assumptions about international education and urge comprehensive curricular changes involving integration of international and global education into all disciplines. Chapters are organized into three parts that address internationalization for the 21st century, multidisciplinary perspectives on curricular change, and evaluation outcomes of internationalization. Included are the following papers: (1) "Portraits of an International Curriculum: An Uncommon Multidimensional Perspective" (Josef A. Mestenhauser); (2) "Culture in Curriculum: Internationalizing Learning by Design" (Kerry Freedman); (3) "The Impossibility of Internationalizing Students by Adding Materials to Courses" (Marion L. Lundy Dobbert); (4) "Global Academies as Strategic Self-Organizing 'Think Tanks'" (Arthur M. Harkins); (5) "The Role of Foreign Languages in the Internationalization of the Curriculum" (Michael F. Metcalf); (6) "Teaching about Cognition and Cognitive Development: How to Internationalize the Topic" (Herbert L. Pick, Jr.); (7) "Internationalization through Networking and Curricular Infusion" (John J. Cogan); (8) "Mind Opening through Music: An Internationalized Music Curriculum" (C. Victor Fung); (9) "Internationalization of Course Work in Soil Science and Agronomy" (Peter Graham); (10) "Explaining Ourselves through Others' Cultural Visions: A Mini Course on

Training (Including Management Training). Report of Subgroup D presented at the Advisory Forum Meeting (Turin, Italy, June 10-12, 1996).
PUB DATE- 96
NOTE- 40p.; For related ETF reports, see CE 075 271.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Continuing Education; *Employee Responsibility; *Employer Attitudes; Federal Government; Foreign Countries; Free Enterprise System; *Government Role; *Job Training; Staff Development; State Government; Trainers; *Vocational Education
IDENTIFIERS- Employer Role; Europe (East); USSR

The concept of continuing vocational education and training is being broadened to reflect the needs of individuals, society, and the economy for more flexible, adaptable, learner-centered opportunities. Roles of the various players are in transition. The role and responsibilities of the government should be as follows: strategic leadership; a legislative framework; quality and standards; qualifications; licensing education and training establishments; encouraging partnerships; extra support to employers; research and development; funding; and social cohesion and community stability. The role and responsibilities of employers should include the following: training as an investment; spending on training; empowering employees; multiskilling employees; leading and managing change and innovation; linking with education and training providers; setting up internal procedures for employee development; and using new information and communications technologies to improve business performance. Training providers should be responsible for the following: training and updating trainers; developing innovative teaching and learning methods; developing flexible programs; and providing guidance, information, and counseling. Individuals should seize every opportunity for growth and development and take responsibility for their own learning. The European Training Foundation should conduct training, research, and pilot projects. (An executive summary appears first.) (YLB)

ED 423 362 CE 075 268

Loveman, S.
The Setting Up of National, Regional and Sector Targets as a Tool for Reforming the System. Report of the Subgroup A Meeting, 23-24, May, Turin.
PUB DATE- 97
NOTE- 51p.; For related ETF reports, see CE 075 265-271.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Planning; Foreign Countries; *Job Training; Long Range Planning; *Master Plans; Policy Formation; Postsecondary Education; Secondary Education; *Strategic Planning; *Vocational Education
IDENTIFIERS- European Training Foundation

This paper aims to give partner states of the European Training Foundation material to help them assess the potential value of targets as a tool for reform. It begins with a definition of terms and a brief statement of the potential benefits of target setting. The 10 potential benefits are as follows: provide a focus for planning and action; test the realism of aims and objectives; motivate people to improve performance; harness

NOTE- 10p.; Number 2 of Volume VII of the Insurance Educator was not published.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; *Driving While Intoxicated; *Educational Resources; *Fire Protection; High Schools; Instructional Materials; *Insurance; *Insurance Occupations; Teaching Methods

This Insurance Education Foundation (IEF) newsletter provides secondary educators with a greater knowledge of insurance and access to teaching materials. It also provides students with insurance career information. The newsletter is intended for secondary educators who teach insurance in any subject. Substantive articles contained in this issue are as follows: "Teen Drivers and Automobile Insurance: Sniffing Out Drunk Drivers" (Jan Hogan); "Parking Lot Survival Tactics" ("Under 25 Magazine"); "From 5 to 6, IEF Teacher Workshops Are on the Grow Again!"; "Study Examines Impact of IEF Workshops on Teenagers";"How Many Smoke Detectors Are Enough? (Jim Gibbons); "Political Conventions Can Be Risky"; "Speakers for Your Classroom"; "Employment in Insurance"; and "New Classroom Resources." (KC)

ED 423 380 CE 077 108

The Insurance Educator. Volume VII.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accident Prevention; Classroom Techniques; *Educational Resources; *Fire Protection; High Schools; Instructional Materials; *Insurance; *Insurance Occupations; *Safety Education; Teaching Methods

These two issues are intended for secondary school educators who teach about insurance in any of their courses. The following substantive articles are contained in the January 1998 issue: "Teen Drivers and Automobile Insurance: New Laws Safeguard Teen Drivers" (Insurance Information Institute); "National Advisory Council of Secondary Teachers"; "A Workshop by Any Other Name..."; "Arson: Protect Yourself"; "Risk Manager Fact Sheet: A Conversation with a Risk Manager"; "The JumpStart Coalition for Personal Financial Literacy"; "LIFE Introduces 'Next Generation': Insuring Your Future"; and "Classroom Resources." Substantive articles in the September 1998 issue include the following: "IEF--Who We Are and What We Do"; "James L. Osborne Insurance Educator of the Year"; "Teen Drivers and Automobile Insurance: Road Rage and Aggressive Driving--How To Temper Yourself"; "Teachers' Summer Programs"; "Insurance Trends: Internet Misuse Can Leave Companies Exposed"; "InVEST in Your Future"; "New Drivers--Terrifying Statistics"; and "Classroom Resources." (KC)

ED 423 381 CE 077 121

Overseas Students at a Glance. Australian Vocational Education & Training Statistics 1996 & 1997.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

year-to-year demographic changes will be small and subtle, they will have a far-reaching cumulative impact and will drive economic and social change in workplaces, schools, and civic and social institutions. (Thirty tables/figures are included.) (MN)

ED 423 398   CE 077 149

Strategies for Increased Participation of Students in Programs Not Traditional for Their Gender.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Office of Vocational Education.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Education Work Relationship; *Enrollment Management; *Females; Job Placement; *Males; Mentors; *Nontraditional Education; *Nontraditional Occupations; Postsecondary Education; School Business Relationship; School Holding Power; Secondary Education; *Student Recruitment; Womens Education

This booklet contains 56 strategies for increasing student participation in educational programs not traditional for their gender. Strategies for recruitment are as follows: prepare useful program information, demonstrate interest in serving nontraditional students, work with feeder schools and the community, and work with other agencies serving the student population. Retention suggestions include evaluating materials, sensitizing staff, conducting needs assessments, and providing facilitative services. Job placement activities include the following: working with employers, conducting job preparation workshops, helping students with information gathering and job search plans, and offering internship programs. Suggestions for partnerships with businesses are as follows: inviting their presentations in class or sponsorship of school events and arranging tours and experiential learning opportunities. Other strategies include organizing a formal advocacy group, establishing on-campus groups of students and faculty in programs not traditional for their gender, and organizing a mentoring program. (KC)

ED 423 399   CE 077 155

Lo Que el Trabajo Requiere de las Escuelas. Informe de la Comision SCANS para America 2000 (What Work Requires of Schools. A SCANS Report for America 2000).
PUB DATE- 92
NOTE- 70p.; For the English edition, see ED 332 054.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Basic Skills; Career Education; Competence; Educational Responsibility; *Employment Potential; Futures (of Society); Individual Characteristics; Interpersonal Relationship; *Job Performance; *Job Skills; *Labor Force Development; Outcomes of Education; *Role of Education; Secondary Education; Standards; Thinking Skills; Vocational Education
IDENTIFIERS- *America 2000

The Secretary's Commission on Achieving Necessary Skills (SCANS) attention to the capacity of the system to respond to particular needs and circumstances. This will be reflected in an approach to the measurement and evaluation of performance in relation to equity that includes measures of outputs and outcomes and participation and is focused not only on the position of particular client groups, but also on the capacity of the system to respond to a diversity of clients. (The document contains 11 endnotes, 29 references, and 2 appendices: analysis of client groups and summary data.) (YLB)

ED 423 418 CE 077 200

Eyes Wide Open--Vocational Education & Training in the Information Age. A Supporting Paper to Australia's National Strategy for Vocational Education and Training, 1998-2003.
PUB DATE- 98
NOTE- 16p.; For related documents, see EC 420 764 and CE 077 199-201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Educational Change; Educational Finance; Educational Technology; *Federal Aid; Foreign Countries; *Global Approach; *Information Technology; Job Skills; *Job Training; Needs Assessment; Postsecondary Education; Professional Development; Role of Education; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Australia

This paper has been written as a supporting paper to "A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003" (ED 420 764). Technology has an impact on industry in terms of the work done, how it is done, and how individuals live and do business. Globalization means that business--and the business of education--is conducted on a world stage. Workers must be skilled in technology to get jobs and do them effectively and competitively. Reforms in the Australian vocational education and training (VET) system provide components for providers to respond effectively to demand for customized products. Training Packages and the Australian Recognition Framework provide the elements for training programs that can be tailored to meet clients' needs. "Buyers" can be sure that training programs and products developed by registered training organizations from Training Packages are consistent, of high quality, and customizable to meet specific needs. Under the National Training Framework, "purchasers" of VET products can expect the same quality approach, industry-set competency standards, links to qualifications, and rigorous assessment. The practical impact on individuals is better access to information, access to more modern equipment and technologies, and more providers to choose from. The government's Networking the Nation initiative provides funding for rural and remote communities to identify communication needs and development and implement projects that meet them. Government leadership is needed in the critical areas of infrastructure, standards and product development, professional development, and change management. (Contains 22 endnotes) (YLB)

ED 423 419 CE 077 201

Key Performance Measures for Vocational Education & Training. A Supporting Paper to Australia's National Strategy for associations. The materials are designed to develop students' critical thinking skills, extend their critical understanding of democratic and legal processes, and promote development of practical skills of advocacy and assertion. Each unit contains student materials, tutor's notes (including methods for presenting the unit, discussion questions, and group activities), and suggestions for further study. The lesson topics are as follows: rights and responsibilities of citizenship; making and changing laws; democracy and disability (statistics, campaigning for change, the politics of disability); health and citizenship (illness and society, health care entitlements, community health councils); education (citizen involvement, statistics, life after school); justice and the legal system (the criminal and civil systems, the courts, costs of the legal system); and belonging and unbelonging (British subjects and passport holders over the past 50 years). (MN)

ED 423 436 CE 077 251

Fordham, Paul; Fox, John; Muzaale, Patrick
A Chance To Change. Access, Citizenship and Sustainability in Open Learning.
SPONS. AGENCY- Leverhulme Trust, London (England).
PUB DATE- 98
NOTE- 124p.; Co-published by Intermedia Ltd., Nairobi, Kenya. Funding also provided by Dulverton Trust, London, England.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Case Studies; *Citizenship Education; Comparative Analysis; *Education Work Relationship; Educational Objectives; Employment Qualifications; Foreign Countries; *Lifelong Learning; *Nontraditional Students; *Open Education; Residential Colleges; Role of Education; Social Change; Student Attitudes; Student Empowerment; Teacher Attitudes
IDENTIFIERS- Impact Studies; *Kenya; Sustainability; United Kingdom

The College of Social Studies, which existed in Kikuyu, Kenya, in the 1960s, operated in the British liberal tradition and had a 1-year course similar to those of British residential colleges. The career paths of approximately 130 mature students who took the course were examined in a case study that was conducted in 1995-96. The names of 104 students were obtained from the college's annual reports. Full information was obtained on 54 students. Thirty of those 54 former students were interviewed along with former staff of the college, which closed in 1969. The following were among the beneficial course outcomes cited by the students and former staff: access to higher learning; career advancement; acquisition of a critical, analytical mind; widening of horizons; and acquisition of an appropriate work ethic, self-confidence, and enhanced self-esteem. A framework for analysis of adult education programs and 10 conditions for program sustainability were developed. (Appended are the following: extract from Memorandum of Association of the College of Citizenship Corporation of Kenya; 1967 policy statement for the Institute of Adult Studies; and course-by-course analysis of students' schooling, qualifications, and careers. The report contains 33 references.) (MN)

ED 423 437 CE 077 252

McGivney, Veronica

than others. (Contains 1 tables, 2 figures, and 56 references.) (EMK)

ED 423 454 CG 028 355

Van Burgh, Jill Wright; Render, Gary F.; Moon, Charles E.
A Report of Outcomes of Project D.A.R.E. with Eighth Grade Students.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Alcohol Abuse; *Drug Abuse; *Grade 8; Intervention; Junior High Schools; *Knowledge Level; Police; Prevention; Program Evaluation; *Student Attitudes; *Teachers; Violence
IDENTIFIERS- Drug Abuse Resistance Education Program

This report explores the effects of "DARE To Resist Drugs and Violence" program on students' knowledge regarding drugs and alcohol and their attitudes toward authority figures (i.e., teachers and law enforcement officers) involved in the program. Project DARE was presented in 10 consecutive lessons (two days per week for five weeks) to 103 eighth grade students involved in a life skills course in Los Angeles, California. Students are instructed on various refusal skills that can be put to use when they are confronted with situations involving potential sexual activity or violence, as well as drug or alcohol abuse. Pre- and post-tests regarding knowledge, attitudes, and conflict resolution skills were administered and the scores were analyzed for significant difference. Students were also given a teacher constructed questionnaire examining attitudes toward use of drugs and alcohol by parents and peers, and their belief in the efficacy of DARE as an intervention. Both the pre- and post-tests scores were low. The results of the teacher-made questionnaire ran in direct opposition with the goals of the DARE program. The negative experiences and various concerns of the teachers involved are discussed. There is a distinct lack of evidence of efficacy about the DARE program; various studies have shown that it does not keep kids off drugs. In spite of these findings, the program maintains extremely high levels of school and community support and DARE's promoters are reluctant to regroup, reevaluate, or redesign the program. (MKA)

ED 423 455 CG 028 376

Lifework Planning Guide: A Student & Parent Guide to High School Planning.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Guidance; *Career Planning; Grade 8; *High Schools; Junior High School Students

Lifework planning helps students discover their interests, talents, abilities, and the niches where their talents and abilities might be used. This brief guide is designed to help

ED 423 475 CG 028 695

Schenk, Lisa
C3: The Curriculum for Test Mastery.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Counseling Techniques; *Group Counseling; High School Students; High Schools; Higher Education; *Test Anxiety; Test Wiseness

Certain easy-to-teach and relatively low-risk counseling exercises and techniques have been found to be effective in reducing test anxiety. Test anxiety is considered a "normal developmental difficulty" and is generally encountered as an academic difficulty rather than a personal one. A brief, convenient psychoeducational group format is cost-effective and appropriate for working with students to overcome this problem. This manual outlines a group process in which the counselor leads a structured group of students who suffer from severe test anxiety. The process is not intended for students whose primary academic challenge is procrastination. The design of this group calls for four group sessions; the counselor will meet individually with each student at the beginning and end of the group. The four sessions are based on teaching students the following: (1) basic test "wiseness" strategies; (2) techniques for systematic relaxation; (3) how to challenge self-defeating irrational thinking and to cultivate adaptive self-affirming cognitions; and (4) how to cultivate a sense of play and fun about the situation. Guidelines are given for recruiting group members, screening out inappropriate members, setting up the group, and debriefing each member. Outlines for each session are provided. An evaluation form is appended. (EMK)

ED 423 476 CG 028 697

Merrell, Kenneth W.; Gimpel, Gretchen A.
Social Skills of Children and Adolescents: Conceptualization, Assessment, Treatment.
PUB DATE- 98
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; Adolescents; Child Development; Children; Daily Living Skills; Elementary Secondary Education; *Interpersonal Competence; Interpersonal Relationship; Personality; *Social Development; Student Development

Recent work in the field of child and adolescent social skills is synthesized in this volume with new and unpublished information. The first three chapters provide a foundation for conceptualizing and assessing child and adolescent social skills. Chapter 1, "The Nature and Value of Social Skills," provides a definition, examples, historical developments, outcomes, and theories and models of social skills. Chapter 2, "Developmental Issues in the Acquisition and Performance of

*Professional Education

How can clinicians receive the necessary training and information to take on the challenges and opportunities of working in the real world of today's managed healthcare? Focusing on working within the realities of managed care, this volume provides resources and ideas for integrating training on the practicalities of managed care into mental health specialties within conventional education programs. Topics covered include: (1) "The Development of Managed Care" (J. M. Schuster); (2) "Managed Care's Impact on Psychiatric Residency Training" (O. J. Thienhaus); (3) "Creating the New Psychiatric Residency" (M. Kaplan); (4) "Managed Care's Impact on Graduate Psychology Training Programs" (D. B. Shaw); (5) "Creating New Models for Clinical Training in Psychology" (M. R. Lovell); (6) "Current Training Issues in Social Work" (A. M. Trachta); (7) "Defining New Educational Needs for Clinical Nurse Specialists" (C. J. Taylor); (8) "A Managed Care Organization's View of Training and Research" (M. G. Fuller); (9) "Continuing Education in the Managed Care Era" (D. A. Teplow). To succeed in the new mental healthcare market, it is vital that clinicians master the skills necessary to satisfy the increasing demand for services within a framework of limited resources. (EMK)

ED 423 496 CG 028 737

McCombs, Barbara L.; Whisler, Jo Sue
The Learner-Centered Classroom and School: Strategies for Increasing Student Motivation and Achievement. The Jossey-Bass Education Series.
PUB DATE- 97
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Educational Philosophy; *Educational Principles; Elementary Secondary Education; *Learning Motivation; *Student Motivation; Teaching Methods
IDENTIFIERS- *Learner Centered Instruction

The educational system of the future must embrace a learner-centered perspective to maximize high standards of learning, motivation, and achievement for all learners--for both students and their teachers. The learner-centered perspective begins with a focus on knowing and understanding each learner in the context of a deep understanding of the learning process itself. It couples a focus on knowing and respecting individual learners with the best available research and practitioner experience about learning. This volume reviews a number of approaches to the learner-centered classroom and provides a synthesis. It also provides a model and rationale for transformation in our schools. Chapter topics are: (1) "What Is 'Learner-Centered'?"; (2) "Why Learner-Centered?"; (3) "The Learner-Centered Classroom"; (4) "The Learner-Centered School System"; (5) "Making the Transition to Learner-Centered Classrooms and Schools"; and (6) "An Action Plan for Ongoing Learning and Change." Appendixes include "Teacher Beliefs Survey: Self-Scoring Instructions and Explanation" and "Learner-Centered Resources." (EMK)

ED 423 497 CG 028 738

Upcraft, M. Lee; Schuh, John H.
Assessment in Student Affairs: A Guide for Practitioners. The Jossey-Bass Higher and Adult Education Series.

of Education; *Reading Instruction; *Reading Research; Research Utilization
IDENTIFIERS- California; Direct Instruction; *Phonemic Awareness

Suggesting that the contention that phonemic awareness must be taught directly and that children need explicit systematic instruction in phonics is less of a scientific "fact" than an exercise in political persuasion, this book presents the story of the political campaign that is taking place to change the minds of Americans about how young children learn to read. The book begins with a close look at the empirical research being used to support a massive shift in the national understandings about language, literacy, and learning and concludes by revealing the ways in which research studies on early reading instruction are being used by the federal and state governments to support a new methodology that has turned early reading instruction into "a massive business of unprecedented commercial worth." The chapters in the book are: (1) In Which We Are Told Training in Phonemic Awareness Is the Key to Reading Success; (2) In Which Phonemic Awareness Research Is Analyzed from an Experimental Psychological Perspective; (3) In Which Phonemic Awareness Research Is Analyzed from a Sociocultural Perspective; (4) In Which We Find Foorman's Research Does Not Support the NICHD National Institute of Child Health and Human Development Proposition That "Phonological Processing Is the Primary Area Where Children with Reading Difficulties Differ from Other Children"; (5) In Which Teachers Are Turned into Clerks and We Discuss Power, Privilege, Racism and Hegemony; (6) In Which Governor Bush's Business Council Holds a Pre-Summit Meeting in Texas; (7) In Which We Have an "If-They-Say-It's-So-It-Must-Be-So" Attitude toward Experimental Research; (8) In Which the Kindergarten Children in North Carolina Are No Longer Expected To Try To Read and Write; (9) In Which I Become the Documentation on Which I Build My Case; (10) In Which We Are Told That in America We Are All Equal. Are We or Aren't We?; (11) In Which We Find the Desks and Chairs Are Broken and the Toilets Don't Work; (12) In Which We Ask: Do You Think America Likes Children?; (13) In Which We Consider If We Are Comfortable Mandating Reading Programs based on Neuroimaging Research and Genetic Studies of Reading Disabilities; (14) In Which California Politically Reinvents How Young Children Learn To Read; (15) In Which California Ends Local Control and the State Board of Education Leads the Jihad; and (16) In Which We Enter the Central Chamber of the Hegemonic Labyrinth. (Contains approximately 250 references; an appendix that offers a response to preliminary statistical analyses used to support the nationally publicized findings of the NICHD Houston reading studies, and an appendix that offers "late-breaking" news about the NICHD Houston reading studies are attached.) (RS)

ED 423 517 CS 013 289

Tutoring Children in Reading and Writing: A Step-by-Step Guide. Book 1: Kindergarten.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 81p.; "With Kay Sloan." For Book 2, see CS 013 294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC

Alberti, John
Constructing an "I" for Class: Working-Class Identity, Academic Discourse, and the Writer's "I."
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Higher Education; Self Concept; Student Empowerment; *Student Needs; *Working Class; Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- Composition Theory; *Voice (Rhetoric)

For many teachers and theorists of composition, the ingrained reluctance to use "I" came to stand as a powerful symbol of all that was alienating and disenfranchising about an institutionalized educational system that seemed more concerned with student discipline than empowerment. Consequently, the cultivation of the use of "I" as part of the effort to help students discover an authentic voice became an important movement within the progressive composition tradition. The prohibition against the use of "I" along with the related reluctance to include "opinion" in a paper have special resonance for working-class students. Constructing a working-class academic "I" is not a process of adapting to a given academic environment but of challenging that environment, a challenge inherent in the contradictions implied by the title "working-class academic." The constructing of the working-class academic "I" is more than just an issue of personal identity or of finding an individual's own true voice for both students and instructors: it represents a challenge to the very structures and culture of academic life itself. (CR)

ED 423 537 CS 216 495

English 30 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For English 33 Diploma Examination Results, see CS 216 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; High Schools; Reader Response; *Reading Achievement; Reading Comprehension; Reading Tests; *Writing Achievement; Writing Evaluation; Writing Tests
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Response to Literature

The summary information in this report provides teachers, school administrators, students, and the general public in Alberta, Canada with an overview of results from the June 1998 administration of the English 30 Diploma Examination. The information in the report is most helpful when used in conjunction with the detailed school and jurisdiction reports that are provided electronically to schools and school jurisdiction offices. The report notes that of the 12,343 students who wrote the examination, 95.1% of these students achieved the acceptable standard, and 16.0% of these students achieved the standard of excellence. The report provides statistical data and examiners' comments for the reader's response to the literature assignment and the literature vocabulary. (NKA)

ED 423 556 CS 509 898

Townsend, Rebecca M.
McCarthyism's Rhetorical Norms.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997). Paper is based on a chapter of author's Master's thesis, "The Transformation of 'Tolerance' in the Age of McCarthyism: A Case of Problematic Rhetorical Remembrance."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communism; Discourse Analysis; Government Role; *Language Role; *Metaphors; *Persuasive Discourse; *Political Issues; *Rhetorical Criticism
IDENTIFIERS- Cold War; Congress; Historical Background; *McCarthy (Joseph); McCarthyism; *Rhetorical Stance

Rhetorical norms of early McCarthyist discourse reveal a reliance upon images of chaos and the body. Through such metaphors, rhetors crafted a model of discussion that feminized "democracy" and "tolerance" to support anti-Communist measures and de-legitimize their opponents. Political variety was coded as deviant to national identity. "Tolerance" became a warrant for the argument to contain political freedom. The paper's examination of congressional deliberations of contempt of Congress citations, the Subversive Activities Control Act, and Senator McCarthy's own rhetoric shows the development of the rhetorical norms of McCarthyism. (Includes 84 notes; contains 45 works cited.) (Author/NKA)

ED 423 557 CS 509 901

von Raffler-Engel, Walburga
The Function of Nonverbal Behavior in Television Reporting in the United States of America.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Conference on Gestures (Besancon, France, December 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; Case Studies; *Cultural Context; Media Research; *News Reporting; North American Culture; Social Change; *Television
IDENTIFIERS- Behavior Descriptions; Journalists; *Nonverbal Behavior; Research Suggestions; Television History; *Television News; Vanderbilt University TN

This paper postulates that the television media in the United States is reflecting the country's culture-at-large. To be marketable, photojournalists adjust their nonverbal behavior to the cultural changes of the time. To prove the point, documentation culled from the Vanderbilt University Television News Archive is provided from the three major networks during the period 1968-1998. Future research could perhaps determine the impact of societal changes on the television performers. (NKA)

ED 423 558 CS 509 902

U.S." (Kimberly Gill); "Fess Up or Stonewall? An Experimental Test of Prior Reputation and Response Style in the Face of Negative News Coverage" (Lisa Lyon and Glen T. Cameron); "Learning to Swim Skillfully in Uncharted Waters: Doris E. Fleischman, 1913-1922" (Susan Henry); "High Tech vs. High Concepts: A Survey of Technology Integration in U.S. Public Relations Curricula" (Patricia A. Curtin, Elizabeth M. Witherspoon, and Dulcie M. Straughan); "Women in the Public Relations Trade Press: A Content Analysis of 'Tide' and 'Public Relations Journal' (1940s through 1960s)" (Patricia Curtin and Karen S. Miller); and "Teaching Public Relations Campaigns: The Current State of the Art" (Vincent L. Benigni and Glen T. Cameron). (CR)

ED 423 573 CS 509 917

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Qualitative Studies.
PUB DATE- 98
NOTE- 281p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Audience Participation; Case Studies; Critical Theory; Feminism; Genetics; Higher Education; *Journalism; *Mass Media Role; Media Research; *Popular Culture; Qualitative Research
IDENTIFIERS- Communication Strategies; Community Leadership Program; Horror Films; Maryland; *Media Coverage; Popular Magazines

The Qualitative Studies section of the Proceedings contains the following 10 papers: "An Alternative to Alternative Media'" (James Hamilton); "A Critical Assessment of News Coverage of the Ethical Implications of Genetic Testing" (David A. Craig); "Earth First! and the Boundaries of Postmodern Environmental Journalism" (Rick Clifton Moore); "Social Movement Organization Collective Action Frames and Press Receptivity: A Case Study of Land Use Activism in a Maryland County" (Brian B. Feeney); "Building a Heartline to America: Quiz Shows and the Ideal of Audience Participation in Early Broadcasting" (Olaf Hoerschelmann); "The Cadaverous Bad Boy as Dream-Shadow Trickster: Why Freddy Krueger Won't Let Teens Rest In Peace" (Paulette D. Kilmer); "Reframing a House of Mirrors: Communication and Empowerment in a Community Leadership Program" (Eleanor M. Novek); "On the Possibility of Communicating: Critical Theory, Feminism, and Social Position" (Fabienne Darling-Wolf); "Memory and Record: Evocations of the Past in Newspapers" (Stephanie Craft); and "Interior Design Magazines as Neurotica" (Kim Golombisky). (PA)

ED 423 574 CS 509 918

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Radio-TV.
PUB DATE- 98
NOTE- 362p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports -

principals did see their district as moving toward a deal. Nine believed that the deal was fair in theory, so long as schools had real autonomy and adequate resources. Two principals felt that schools should be monitored closely by the central office. Included are one table, one figure, and eight references. (MLH)

ED 423 592 EA 029 267

Charter School Start-Up Grant Funds.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal State Relationship; *State Action
IDENTIFIERS- *Elementary Secondary Education Act; *Resource Utilization

As part of the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA), Congress approved a new startup grant program to promote creation and development of charter schools. This report describes how a sample of 41 charter schools used the startup funds they received for the 1996-1997 school year. From fiscal years 1995 through 1997, the Department of Education awarded over $68 million in startup grants to 23 states, the District of Columbia, and Puerto Rico. The amount states received ranged from about $240,000 to over $6 million. In turn, states have provided these funds to charter schools. Over half the schools surveyed received startup funds ranging from $7,000 to $84,000. A majority used funds for curriculum materials and school equipment, facility leases and renovation, and technology. Charter schools not receiving grants were ineligible for grants under their state guidelines, were unsuccessful in competing for a grant, did not know about the program, or chose not to apply. The Department uses a peer-review process and judges applicants on the basis of several criteria, such as the contribution of a state's program toward serving disadvantaged students, degree of flexibility offered schools, and likelihood that a state's program will improve students' educational results. (MLH)

ED 423 593 EA 029 298

Trybus, Margaret A.; Li, Ranfen
Effects of a Partnership Academy on School and Career Success of At-Risk High School Students.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Education; *Education Work Relationship; *Employment; *High Risk Students; *High School Students; High Schools; House Plan; Mentors; Program Evaluation; Vocational Education
IDENTIFIERS- *Cicero School District 99 IL; Job Shadowing

This study reports the results of 3 years of implementation of a Partnership Academy, a restructuring model for at-risk high school students at J. Sterling Morton East High School in

PUB DATE- 98
NOTE- 140p.; For the executive summary of this report, see EA 029 424.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; Educational Assessment; Educational Change; Educational Finance; Elementary Secondary Education; National Surveys; Nontraditional Education; Policy Formation; School Administration; *School Organization

The second-year report of the National Study of Charter Schools updates information on charter schools presented in the first report of the study. The study is a 4-year research effort (September 1995 to September 1999) intended to document and analyze the charter-school movement. It was designed to provide information about what kind of charter schools become operational, about factors that influence charter schools' development, and about how schools are implementing their charters. The second-year report presents information about charter schools for the school year 1997-97 and is based on a telephone survey designed to collect data from the 428 charter schools in operation at that time. The report is also based on site visits to 91 charter schools. It places charter schools in perspective by looking at their operations, accountability, and impact on public education. It demonstrates state approaches to the charter concept, including legislative mandates, and focuses on characteristics of charter schools, students of charter schools, why charter schools are started and what attracts parents to them, and challenges in the implementation of charter schools. Five appendices offer information on the study's research design, a state legislative overview, and other information. (RJM)

ED 423 613 EA 029 426

Title IX and Sex Discrimination. Revised.
PUB DATE- 98
NOTE- 7p.; For previous version, see ED 396 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights; Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; *Equal Education; Federal Legislation; Government Publications; Grievance Procedures; Higher Education; Nondiscriminatory Education; *Sex Discrimination; Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. This brochure outlines the responsibilities of education programs and activities covered by Title IX, the responsibilities of the Office for Civil Rights (OCR) in enforcing Title IX, and the procedures for filing a discrimination complaint with OCR. Contains contact information for filing complaints and obtaining additional information. (MKW)

ED 423 614 EA 029 440

Department of Education: Information Needs Are at the Core of Management Challenges Facing the Department. Statement for the Record by Cornelia M. Blanchette, Associate Director, Education and Employment Issues, Health, Education, and Human Services Division. Testimony before the Subcommittee on Labor, Health

Bibliographies (131)
DESCRIPTORS- Adolescents; Attention Control; *Attention Deficit Disorders; *Child Rearing; Children; Clinical Diagnosis; Disability Identification; Drug Therapy; Elementary Secondary Education; Etiology; Family Problems; Higher Education; *Hyperactivity; *Intervention; Medical Services; *Parent School Relationship; Parent Student Relationship; Psychological Services; Stimulants; Stress Variables; *Therapy

This book, for parents of children or adolescents with attention deficit hyperactivity disorder (ADHD), presents currently available knowledge about the disorder and treatment recommendations. Individual chapters address the following topics: questions about ADHD, the core symptoms of ADHD, the full ADHD symptom profile and frequent coexisting conditions, causes of ADHD and the "attention zone", adults with ADHD, the impact of ADHD on families, perceptions of children and adolescents with ADHD, the diagnosis of ADHD, general treatment principles, evaluation and treatment--the importance of involving the ADHD child or adolescent, home management of ADHD, special adolescent treatment issues, managing family stress, school management--the process, school management--the strategies, psychological therapies, principles of medical intervention, commonly asked questions about medical therapy, stimulant medications, other medical therapies, nontraditional ADHD therapies, and getting started by organizing your efforts. A glossary is provided and an appendix includes forms for parents to use in recordkeeping and intervention. A list of resources includes books for parents, books for children and adolescents with ADHD, guides for college students with ADHD, books on adults with ADHD, periodicals, videotapes, organizations, and government agencies. (DB)

ED 423 632 EC 306 502

Tindal, Gerald; Heath, Bill; Hollenbeck, Keith; Almond, Patricia; Harniss, Mark
Accommodating Students with Disabilities on Large-Scale Tests: An Empirical Study of Student Response and Test Administration Demands.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Assessment; Elementary Education; Evaluation Methods; Grade 4; *Student Evaluation; *Test Results; *Testing; Testing Problems; *Verbal Communication
IDENTIFIERS- *Testing Accommodations (Disabilities)

In this study, fourth-grade special education students (n=78) and general education students (n=403) took a large-scale statewide test using standard test administration procedure and two major accommodations addressing response conditions and test administration. On both reading and math tests, students bubbled in answers on a separate sheet (the standard condition) for half the test and marked the test booklet directly (the accommodated condition) for the other half of the test. For a subgroup of students, the math test was read to them by a trained teacher. On the reading tests, general education students performed significantly higher than special education students. Performance, however, was not influenced by the response conditions and remained comparable whether students were required to bubble the answer sheet or allowed to mark the test booklet. The same findings occurred on the math tests with general education students performing significantly better than

Rulemaking are not included in these final regulations. (CR)

ED 423 650 EC 306 756

Directory of Selected Early Childhood Programs, 1997-98.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Childhood Education; Early Identification; *Early Intervention; Federal Legislation; *Federal Programs; *Grants; Preschool Education; Research Projects; Staff Development; Teacher Education
IDENTIFIERS- Individuals with Disabilities Education Act; *Office of Special Educ Rehabilitative Services

This document presents 106 abstracts of selected early childhood programs sponsored in 1997-1998 by the Office of Special Education and Rehabilitation Services (OSERS). Included are project grants administered by the Office of Special Education Programs within OSERS that focus on policies, programs, and practices related to young children with disabilities. These include all grants funded under the Early Education Program for Children with Disabilities (EEPCD), selected grants focusing on research issues, and selected grants focusing on issues in personnel preparation. The first section lists addresses of key state personnel who administer state programs under the Individuals with Disabilities Education Act presented alphabetically by state or governing jurisdiction. Next, the project abstracts are grouped under the following categories: demonstration projects, inservice training projects, outreach projects, research institutes, and technical assistance centers. These typically include contact information and a summary of the project's purpose, target population, approach, and expected outcomes. A third section lists grants awarded including research grants and personnel preparation grants. Indexes provide access to project abstracts by program category and competition type, and by state or jurisdiction. (DB)

ED 423 651 EC 306 757

Review of Learning Assistance Services Report (1997).
PUB DATE- 97
NOTE- 217p.; Prepared by Desharnais & Associates.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; Foreign Countries; *High Risk Students; Individualized Education Programs; Interviews; *Mild Disabilities; Parent Participation; Program Administration; Program Effectiveness; Special Education Teachers; Surveys; *Teacher Collaboration; Teacher Role; *Team Teaching
IDENTIFIERS- British Columbia

This report discusses the outcomes of a 1996-1997 review that investigated the current role of Learning Assistance Services in the delivery of special education support services to students in 115 British Columbia public schools and the students who receive these services. Learning Assistance Services are described as school-based, non-categorical resource services designed to support classroom teachers and

Replicating research originally performed with native speakers of English, this study investigated the mutability of vowels in Spanish. The study was based on the theory that when presented with non-words, native speakers are more likely to change the vowel than the consonant to arrive at an existing lexical item. It was hypothesized that if English vowels are more mutable than consonants because of the structural characteristics of the language, then Spanish vowels should be less mutable. Subjects were 30 native speakers of Spanish from a variety of national backgrounds, all college-educated adults. They were presented with 60 non-words that could be changed into real Spanish words by altering one consonant or one vowel. The results did not match the prediction, and suggest that the size of the vowel repertoire or language-specific characteristics may not be the main factor. An alternative explanation for the mutability in vowels in word reconstructions may be that consonants impose more constraints on the possible real word solutions. (MSE)

ED 423 671 FL 025 454

Mackenzie, I. E.
Introduction to Linguistic Philosophy.
PUB DATE- 97
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Form Classes (Languages); *Grammar; *Language Role; *Linguistic Theory; *Onomastics; *Philosophy; *Semantics

Linguistics is the empirical study of language; linguistic philosophy is an approach to understanding the underlying nature of the phenomena that linguists study. The discussion here of linguistic philosophy is designed for linguists, but presupposes no prior acquaintance with either the philosophy of language or linguistic theory. It is concerned with the major theorists of linguistics, semantics, and philosophy of language. The bulk of the text is divided into five sections. The first is concerned with foundational issues such as truth, meaning, and the nature of language. The other four deal with the specific linguistic phenomena that have attracted the most attention: naming (names, sense, and nominarum, and the causal theory of names); definite descriptions (description and analysis, and description as names); nonextensional contexts (modality and propositional attitudes); and generality (indefinite noun phrases, Fregean quantifiers, and class theory). Each section lists further readings. (Contains 71 references.) (MSE)

ED 423 672 FL 025 473

Carpenter, Mark, Ed.; Armstrong, Scott Collins, Ed.; Bao, Charlene, Ed.; Coberly, David, Ed.; Wells, Terri, Ed.
Texas Papers in Foreign Language Education, 1998. Contemporary Issues in Foreign and Second Language Learning and Teaching.
PUB DATE- 98
NOTE- 121p.; For individual articles, see FL 025 474-479.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Cognitive Style; College Entrance Examinations; Contrastive Linguistics; Discourse Analysis; Educational Trends; English; Foreign Countries; Heritage

the ESL student to draw from personal experience and write the story at his own ability level from personal vocabulary. Self-expression and creative thinking are encouraged, and students can share the books with non-English-speaking adults. The student is introduced to reading skills, and these skills are reinforced. Wordless books provide a rich source of material for student- centered, authentic language development activities that are satisfying and successful. Possible activities using the books and students' interpretations of them include: creation of an audiotape from students' written stories; having the teacher tell the newly-written story to non-English-speakers; having students, working alone, arrange photocopied pictures in their own order; having the students "read" the pictures, then listen to the teacher tell the story; having the group create a sentence per page; having one student tell the whole class the story; and having students match teacher-created sentences to the pictures. A bibliography lists 215 wordless books and rates them on a scale of one to five. (MSE)

ED 423 694 FL 025 497

Kaufman, Lionel M., Jr.
Email Keypals in Zone of Proximal Development.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Computer Uses in Education; Discourse Analysis; *Electronic Mail; *English (Second Language); Higher Education; *Intercultural Communication; *Interpersonal Communication; *Language Patterns; Language Styles; Language Usage; Linguistic Theory; Peer Relationship; Second Language Instruction; Teacher Role; Theory Practice Relationship
IDENTIFIERS- *Keypals; *Pen Pals; Zone of Proximal Development

This study analyzed the discourse of electronic mail (e-mail) exchanges between students of English as a second language (ESL) and other ESL learners from other cultures and at varying proficiency levels (keypals), focusing on what these exchanges may reveal about learners' progress through the "Zone of Proximal Development," a Vygotskian concept denoting the gap between what the learner can accomplish alone and what he can accomplish in cooperation with others who are more skilled or experienced. Subjects were approximately 150 intermediate ESL students at the University of Puerto Rico who use the computer laboratory once a week and regularly send and receive e-mail messages to/from each other or keypals in other countries. A variety of discourse modes were examined: expository; descriptive; narrative; and argumentative. Students were also surveyed concerning their perceptions of ESL learning through the experience. It was found that students were highly motivated to use e-mail for communication, and used peer tutoring and collaboration in composing outgoing messages and studying incoming ones. General chat sessions not focused on a particular topic appeared less productive for ESL learning. Excerpts from the student questionnaire are appended. (Contains 12 references.) (MSE)

Clearinghouse on Literacy Education)

ED 423 713 FL 801 251

Kahn, Andrea B.; Butler, Frances A.; Weigle, Sara Cushing; Sato, Edynn Y.
Adult ESL Placement Procedures in California: A Summary of Survey Results. Adult ESL Assessment Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 94
NOTE- 65p.; For related documents, see FL 801 250-253.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *English (Second Language); Language Proficiency; Literacy Education; Scoring; Second Language Instruction; *State Standards; State Surveys; *Student Placement; *Testing
IDENTIFIERS- *California; Placement Tests

This report presents results of a fall 1993 survey of 164 adult education agencies in California concerning their placement procedures for English-as-a-Second-Language (ESL) students. The survey had two purposes. First, the information gathered by a questionnaire (appended) was to provide the California department of education with a profile of current ESL placement practices, including strengths, weaknesses, and perceived needs. In addition, the information was to help inform development of prototype items for adult ESL placement as part of a state project to identify appropriate placement procedures using the state standards for adult ESL proficiency levels. The results reported here summarize information on agency demographics, development and use of current placement procedures, agency-created and commercially-available (list appended) instruments used, administration and scoring, placement decisions and accuracy, strengths and weaknesses of current procedures, and the perceived match of the procedures to state standards. Contains 3 references. The Placement Procedures Questionnaire, a list of responding agencies with ESL programs, and a list of commercially available instruments currently being used for ESL placement are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 714 FL 801 252

Kahn, Andrea B.; Butler, Frances A.; Weigle, Sara Cushing; Sato, Edynn
Adult English-as-a-Second-Language Assessment Project. Final Report: Year 3.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 95
NOTE- 46p.; For related documents, see FL 801 250-253.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *English (Second Language); Language Proficiency; Literacy Education; Program Descriptions; Second Language Instruction; State Standards; Statewide Planning; *Student Placement; Testing
IDENTIFIERS- California; *Placement Tests

The report describes activities in the final year of a 3-year project designed to address the placement needs of adult education agencies teaching English-as-a-Second-Language (ESL) students in California. The long-term goal was to identify

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Case Studies; *College Faculty; *College Instruction; *Curriculum Development; Educational Attitudes; *Educational Improvement; *Engineering Education; Higher Education; Partnerships in Education; Research Universities; *Rewards; Undergraduate Study
IDENTIFIERS- National Science Foundation

This case study examined the effects of the BUILD Coalition program which provided incentives to faculty who developed innovative approaches to engineering education. The program was one of eight Engineering Education Coalitions sponsored by the National Science Foundation to seek ways to gain greater legitimacy for teaching within the faculty reward system. Semistructured interviews were conducted with 55 faculty at four large research-intensive universities in the Coalition. It was found that while some faculty and administrators appreciated the program's additional funding and visibility for undergraduate education, most described engineering faculty as indifferent to these incentives, with teaching still seen as irrelevant compared to the faculty's perceived core responsibilities of research and graduate education. Most interviewees rejected the proposition that the incentives were a meaningful force for change in faculty reward systems. Two themes emerged from the interviews: the first was that the program's weakness was attributed not so much to its focus on undergraduate education but to its marginality as a change agent; the other was the belief that while instructional reform per se was unlikely to alter the faculty reward system, reforming practices that promoted student learning might influence the allocation of faculty rewards in ways that could further strengthen undergraduate teaching. (Contains 18 references.) (CH)

ED 423 734 HE 031 470

DeJong, William; Wechsler, Henry
Preventing Alcohol-Related Problems on Campus: Methods for Assessing Student Use of Alcohol and Other Drugs. A Guide for Program Coordinators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; *College Students; Comparative Analysis; Computer Software; Data Analysis; Data Collection; *Drinking; Drug Abuse; *Evaluation Methods; Higher Education; Illegal Drug Use; Mail Surveys; Sample Size; Sampling; *School Surveys; Student Surveys
IDENTIFIERS- *Binge Drinking; College Alcohol Survey; Core Alcohol and Drug Survey; Drug Free Schools and Communities Act 1986

Under the Drug-Free Schools and Campuses Act, institutions of higher education are required to review the effectiveness of their alcohol and drug prevention programs biannually. This guide offers a method for gathering and interpreting student survey data on alcohol-related problems based on the methodology of the College Alcohol Survey developed by the

School Relationship; *Graduate Study; Higher Education; Institutional Cooperation; *Outreach Programs; Partnerships in Education; Rural Development; Scholarships; School Community Relationship; Universities
IDENTIFIERS- Caribbean; Latin America; *Latin American Scholarship Prog of Amer Univs

This evaluation report assesses the impact of the Training for Development Program of the Latin American Scholarship Program of American Universities from 1978-86. This program supported university-based development projects which addressed the basic needs of rural populations in Latin America. The program identified potential and current faculty members at selected Latin American and Caribbean institutions of higher education and professionals in government and arranged for them to receive graduate-level training. Institutions were selected on the basis of a clearly demonstrated commitment to community development through outreach and other institutional services. The program resulted in a total of 164 individuals from 23 institutions and 12 nations receiving graduate training in U.S. universities. Program evaluation analyzed data from participants' files, personal interviews, and questionnaires. The evaluation found that the program had a significant impact on the returned participants' regional outreach activities, in their departmental innovations, and in their involvement in teaching and research, especially when a "critical mass" of an institution's professors had been trained, when the university was positively disposed toward change, and when available resources were high. Recommendations are offered concerning candidate selection and placement, increased program funding, and greater attention to the Latin American and Caribbean university context. (Contains 75 references.) (DB)

ED 423 754   HE 031 549

Axtell, James
The Pleasures of Academe: A Celebration & Defense of Higher Education.
PUB DATE- 98
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Athletics; *College Faculty; College Instruction; Faculty Publishing; Higher Education; Individual Development; Personal Narratives; *Quality of Working Life; Scholarship; Work Environment

This collection of essays focuses on positive aspects of the college professor's career. The first chapter, "(Mis)Understanding Academic Work," is aimed at critics who feel that professors do not work very long or hard and should therefore teach more undergraduates to relieve state budgets. Chapter 2, "Scholarship Reconsidered," analyzes changes in scholarship since 1963. Chapter 3, "Twenty-Five Reasons To Publish," attacks the false dichotomy between teaching and research. Chapter 4, "Encountering the Other," focuses on the need for education in "otherness." Chapter 5, "What Makes a University Great?," suggests criteria for assessing academic excellence, while Chapter 6, "Confessions of a Bibliolater," probes the author's love affair with books. Chapter 7, "The Making of a Scholar-Athlete," considers the choices necessary to cultivate both talents to their fullest. Chapter 8, "Between Disciplines," explains the contribution of interdisciplinary ethnohistory in light of international trends in history and the social sciences. Chapter 9, "Extracurriculum," examines the

Penner, Janice Gwen Trudy
Canadian Initiatives: International Teaching Assistant Professional Development.
PUB DATE- 97
NOTE- 147p.; Masters of Education Thesis, University of British Columbia.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Faculty Development; *Foreign Students; Graduate Students; Higher Education; Models; Planning; Professional Development; Program Development; Screening Tests; *Teaching Assistants; Universities
IDENTIFIERS- *Canada

This paper presents an analysis of existing professional development activities for international teaching assistants (ITAs), graduate students from abroad, at Canadian universities. It is based on Sork's Basic Elements of Program Planning model which highlights active elements in program planning. The first chapter discusses factors external to the planning context (such as internationalization, accountability, and demands for consumer satisfaction) and concerns about the quality of instruction and professional development activities on postsecondary campuses. The following chapters are devoted to each of the model's planning elements as applied to ITA professional development. These are: (1) client systems, (2) planning context, (3) justification and focus of professional development, (4) intended outcomes, (5) instructional plan, (6) program evaluation, and (7) funding and promotion. Recommendations in the last chapter address the language proficiency of international graduate students, instructional screening for all teaching assistants, careful examination of ITA screening issues before policies are made, and collaborative ITA professional development activities. Four appendices list ITA professional development activities in Canada, contacts for this study, locations of universities mentioned in the study, and a draft of a needs assessment strategy. (Contains approximately 150 references.) (DB)

ED 423 774 HE 031 620

Etzkowitz, Henry, Ed.; Webster, Andrew, Ed.; Healey, Peter, Ed.
Capitalizing Knowledge: New Intersections of Industry and Academia. SUNY Series, Frontiers in Education.
PUB DATE- 98
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Comparative Education; Cooperative Programs; Entrepreneurship; Foreign Countries; Higher Education; *Industry; *International Education; International Educational Exchange; International Organizations; *Partnerships in Education; Research and Development; *School Business Relationship; Technological Advancement; Theory Practice Relationship
IDENTIFIERS- Europe (East); Latin America; Portugal; Russia; Scotland; Spain

This collection of 10 papers provides a comparative analysis of the role of academic-industry relations in innovative educational systems in Eastern Europe, Ibero-America (Latin America, Spain, and Portugal), Russia, and Scotland, as well as

DESCRIPTORS- *Change Strategies; Cooperative Programs; *Educational Change; Educational Demand; Educational Trends; Elementary Secondary Education; *Futures (of Society); Government School Relationship; Higher Education; Institutional Autonomy; *Long Range Planning; State Government; State Regulation; Technological Advancement; Trend Analysis

IDENTIFIERS- *Education Commission of the States CO

This brochure introduces a current initiative of the Education Commission of the States (ECS) under the chairmanship of Paul Patton, Governor of Kentucky, suggesting ways that political leaders, education policymakers, and institutional/faculty leaders can work together toward a more responsive, efficient postsecondary education system. Trends leading toward a "revolution" in postsecondary education are identified, including demographic changes, shifts in the job market, emergence of new information and communication technologies, and reform and innovation in K-12 education. A vision of the future is offered in which all segments of higher education are responsive, flexible, entrepreneurial, and accountable. State mandates, regulations, and funding formulas are seen as major impediments to improving postsecondary education. The ECS initiative will involve looking at various states' efforts to rethink and redesign postsecondary education. Key components of this initiative and planned activities over the next year are identified, including: (1) fostering a national dialogue on the redesign of the postsecondary education system; (2) development of a versatile set of resources, tools and strategies to assist states in this redesign process; (3) providing intensive technical assistance and support to states ready for this redesign; and (4) creating of mechanisms to accelerate and sustain change efforts. (DB)

ED 423 794 HE 031 642

Higbee, Jeanne L., Ed.; Dwinell, Patricia L., Ed.

Developmental Education: Preparing Successful College Students. Monograph Series #24.

PUB DATE- 98

NOTE- 201p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; College Admission; College Bound Students; *College Freshmen; *Developmental Studies Programs; Educational Trends; High Risk Students; Higher Education; Program Development; *Remedial Instruction; Remedial Programs; Skill Development; *Student Development; Transitional Programs

The 16 chapters of this volume describe a wide variety of developmental programs intended to promote skill development and enhance academic performance for high-risk students at all levels of higher education. Following an introductory chapter by the editors, the chapters are: (1) "The Origin, Scope, and Outcomes of Developmental Education in the 20th Century" (Hunter R. Boylan and D. Patrick Saxon); (2) "Who Belongs in College: A Second Look" (Carlette J. Hardin); (3) "Transitions in Developmental Education: Interviews with Hunter Boylan and David Arendale" (Cheryl B. Stratton); (4) "Remedial/Developmental Education: Past, Present, and Future" (Milton G. Spann, Jr. and Suella McCrimmon); (5) "Provisionally Admitted College Students: Do They Belong in a Research University?" (Don T. Garnett and M.V. Hood III); (6) "Transitions in Developmental Education at the University of Georgia" (Jeanne L. Higbee and Patricia L. Dwinell); (7)

America" (Harvey B. Sarles); (11) "Curriculum by Bytes Using Technology To Enhance International Education" (R. Michael Philson); (12) "Internationalization through the Lens of Evaluation" (Susan Lewis English); (13) "Divisional Strategies to Internationalize a Campus Portrait: Results, Resistance, and Recommendations from a Case Study at a U.S. University" (Brenda J. Ellingboe). (Individual chapters contain references.) (DB)

ED 423 814 HE 031 662

Oblinger, Diana G.; Verville, Anne-Lee
What Business Wants from Higher Education. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 98
NOTE- 200p.; Based on papers presented at a faculty/student seminar at the University of Minnesota's College of Education and Human Development (1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adjustment (to Environment); Beliefs; *Career Education; *Change Agents; Change Strategies; Demography; Global Approach; Higher Education; *Long Range Planning; Resistance to Change; *School Business Relationship; Technology

This book is intended to stimulate dialogue between the business and academic communities concerning education for careers in a constantly changing workplace. The book is divided into four sections. The two chapters of Part 1 discuss the transformation of business from rigid hierarchies to flexible organizations that respond quickly to environmental changes and the significant value that higher education adds to individuals and communities. The three chapters of Part 2 describe how shifts in demographics, technology, and globalization will continue to change our lives and the business environment. Part 3, with three chapters, addresses what businesses need from higher education and how the learning environment will need to change to prepare students for the ambiguous, constantly evolving workplace. Finally, Part 4's three chapters focus on common beliefs that can be applied to align education with the needs of businesses. These beliefs include learning as the core value, the enlightened organization, and an attitude that welcomes change. (Contains approximately 160 references.) (DB)

ED 423 815 HE 031 663

Hecht, Irene W. D.; Higgerson, Mary Lou; Gmelch, Walter H.; Tucker, Allan
The Department Chair as Academic Leader. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 99
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *College Administration; College Curriculum; College Faculty; *Department Heads; *Departments; Faculty College Relationship; Faculty Development; Faculty Evaluation; Faculty Recruitment; Higher Education; Instructional Leadership; Leadership

This book provides a comprehensive guide to the role of the academic department chair in a time when the chair's role is rapidly becoming more important and more complex. Part 1 describes the new roles chairs face, followed by a general discussion of their responsibilities. Part 2 is concerned with effort; enable measurement of progress and corrective management action; constitute the basis for detailed work and time plans; promote transparency; increase accountability; add to the basis for evaluation; and offer measurable outputs in return for the resources invested. The paper discusses each benefit and some practical problems arising from the use of targets, illustrating the discussion where possible with examples from real experience. The next section addresses regional and sectoral targets, leading to a short statement on how targets might be relevant to the partner states. A discussion follows of the requirements for the effective introduction and use of targets and suggestions as to how states might proceed if not all those requirements are in place. The paper ends with a passage on conclusions and some proposals for possible future work. Appendixes include country reports that report on the country's vocational education and training system. These countries are included: Australia; France; Hungary; Poland; Romania; Singapore; United Kingdom; and United States. (Contains 19 references.) (YLB)

ED 423 363 CE 075 269

Gieorgica, Pawel; Luttringer, Jean-Marie
The Role of Social Partners in the Development of Vocational Training in a Market Economy at the Enterprise Level. Synthesis Report of Subgroup B Meeting, 7-8 March, 1997, Warsaw.
PUB DATE- 97
NOTE- 46p.; For related ETF reports, see CE 075 265-271.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Development; Employee Responsibility; Federal Government; Foreign Countries; *Free Enterprise System; Government Role; *Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- Employer Role; European Union

Vocational training should be a subject of social dialogue at the enterprise level, since enterprises have an essential role in developing continuing vocational training of their employees and are concerned about initial training. European social partners agree that states, enterprises, and individuals have responsibilities in initial vocational education and continuing training. Decentralization and privatization of economies has made it difficult for most partner countries to differentiate between the state and private sector as the main provider of employment. Responses of employees, employers, and government to questions concerning the role of the social partners at the enterprise level indicate that workers and employers are responsible for training at that level. All agree there are difficulties for development of the social dialogue on vocational training in the enterprise. Effective implementation of training supposes cooperation among public authorities, training providers, professional sector organizations, enterprises, and mass media. Employees and government agree on a legal framework as a condition that may encourage the involvement of social partners. Recommendations are for the recognition of social partners' roles, financial support and technical assistance of the European Training Foundation, and pilot projects. (Two reports on the role of social partners on training at the enterprise level in the Member States of the European Union are appended.) (YLB)

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Enrollment; *Enrollment Trends; Foreign Countries; *Foreign Students; *Job Training; Postsecondary Education; *Public Schools; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This publication provides information about overseas students in the vocational education and training (VET) sector in Australia. Information is presented about the number of clients, country or origins, course enrollments, module enrollments and outcomes, sex, state/territory, age, and annual hours. One figure shows overseas vocational education students compared to all overseas students, 1990-97. Nine tables illustrate the following: average annual hours by state or territory 1996 and 1997; overseas clients, course enrollments, and annual hours by country, 1996 and 1997; overseas module enrollments by module outcome by state or territory, 1997; percent of overseas enrollments by stream of study, by state or territory, 1997; overseas course and module enrollments, annual hours, and clients, by state or territory, 1997; percent of overseas enrollments by field of study by state or territory, 1997; percent of overseas enrollments by qualification level, by state or territory, 1997; overseas clients by sex and state or territory, 1996 and 1997; and overseas clients by age and state or territory, 1997. Some narrative accompanies each figure and table. A central foldout section has two sections: (1) the world in summary--top 10 source countries of overseas students studying in Australia in VET institutes that receive some public funds and (2) Australia in summary--overseas students studying in VET in Australia. (YLB)

ED 423 382   CE 077 124

The U.S. Labor Market. Getting Inside the Numbers.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Economic Progress; Economic Research; Employment Patterns; *Job Development; Job Skills; *Labor Economics; *Labor Market; Labor Needs; Labor Supply; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education
IDENTIFIERS- *United States

Important changes are taking place in the U.S. labor market. The economy has performed solidly over the last several years; the labor market has experienced robust job growth. A strong labor market benefits different segments of the population. Unemployment rates for those with less than a high school diploma fell by the largest amount between 1992-97. Changes in job growth indicate a high degree of churning in the labor market with large numbers of jobs being simultaneously created and eliminated. Despite low rates of unemployment and tight labor markets, unemployment duration remains stubbornly high, which might reflect a growing mismatch between the skills needed in the marketplace and the skills of unemployed people. Job growth has been concentrated in those industry-occupation sectors paying above-average wages. The types of jobs that will grow the fastest in the future will be those requiring more and more education and training. Bureau of Labor Statistics projections suggest that employment in high-knowledge worker content industries will grow twice as fast as employment in low-knowledge worker content industries. A growing consensus is examined the demands of the workplace and whether young people were capable of meeting those demands. Specifically, SCANS determined the level of skills required to enter employment. Fundamental changes in the nature of work were identified; these changes were found to hold implications for the kinds of workers and workplaces the nation must create. The research verified that "workplace know-how" defined effective job performance. This know-how had two elements: competencies and foundation skills. To describe how this know-how is used on the job, five scenarios were developed that portray work requirements in the context of the real world. The scenarios came from five sectors of the economy: manufacturing, health services, retail trade, accommodations and food service, and office services. They showed that work involved a complex interplay among five competencies (resources, interpersonal, information, systems, and technology) and three elements of the foundation (basic skills, thinking skills, and personal qualities). A proficiency scale with five levels was proposed: preparatory, work- ready, intermediate, advanced, and specialist. Three major conclusions were reached: (1) all U.S. high school students must develop the competencies and foundation skills; (2) the high performance qualities of the most competitive companies must become the standard for most companies; and (3) the nation's schools must become high performance organizations. (A letter to parents, employers, and educators and an executive summary are provided. Appendixes include definitions of the competencies and the foundation.) (YLB)

ED 423 400 CE 077 156

Wisconsin's Model Academic Standards for Business. Bulletin No. 9004.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Business Communication; *Business Education; Career Development; Competency Based Education; Elementary Secondary Education; *Employment Potential; Entrepreneurship; Information Systems; Integrated Curriculum; *Job Skills; Marketing; State Curriculum Guides; *State Standards; Statewide Planning
IDENTIFIERS- *Wisconsin

This document contains standards for the academic content of the Wisconsin K-12 curriculum in the area of business. Developed by task forces of educators, parents, board of education members, and employers and employees, the standards cover content, performance, and proficiency areas. They are cross-referenced to the state standards for English language arts, mathematics, and social studies. The first part of the guide is an introduction that defines the academic standards, explains how and why they were developed, and suggests ways teachers can use the standards, relate them to all students, and apply them across the curriculum. It is followed by an overview of the business standards and the standards for the following topics: communications, information systems and technology, financial procedures, economics, entrepreneurship, marketing, international business, principles of management, principles of law, interpersonal and leadership skills, and career

Vocational Education and Training 1998-2003.
PUB DATE- 98
NOTE- 9p.; For related documents, see ED 420 764 and CE 077 199-200.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; Adult Education; Educational Finance; Employer Attitudes; Employment Patterns; *Evaluation Criteria; Federal Aid; Foreign Countries; Instructional Student Costs; Job Training; *Measurement Objectives; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia; Performance Indicators

This paper has been written as a supporting paper to "A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003" (ED 420 764). Because vocational education and training (VET) activities constitute a major expenditure for Australia's federal, state, and territory governments, effective performance measurement in VET helps to ensure funds are used efficiently and effectively. The primary objectives of key performance measures (KPMs) for the VET system are to demonstrate public accountability and identify continuous improvement opportunities. KPMs determine the efficiency with which resources are used to produce VET outputs and the effectiveness of these outputs in achieving the goals and objectives. They focus on outputs and outcomes. Efficiency, effectiveness, outputs, and outcomes are incorporated into seven KPMs. KPM 1 measures skill outputs produced annually within the domain of formally recognized VET. The four Effectiveness Measures are as follows: KPM 2: stocks of VET skills against desired levels; KPM 3: employers' views on the relevance of skills acquired through VET; KPM 4: student employment outcomes and prospects before and after participation in VET; and KPM 5: VET participation, outputs, and outcomes achieved by client groups. The two Efficiency Measures are as follows: KPM 6: (actual) public expenditure per publicly funded output and KPM 7: (actual) public expenditure per total recognized output. All KPMs are intended to be implemented progressively over the next 3 years with full reporting occurring in 2001 for the year 2000. (YLB)

ED 423 420 CE 077 202

Hopey, Christopher E., Ed.
Technology, Basic Skills, and Adult Education: Getting Ready and Moving Forward. Information Series No. 372.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Education; *Adult Educators; Adult Learning; Computer Software Evaluation; *Computer Uses in Education; Distance Education; Educational Finance; Educational Planning; *Educational Technology; Internet; Public Policy; Staff Development

This monograph is designed to be used as a complete volume or as

Develop the Worker: Develop the Business. A Guide for Smaller Businesses.
SPONS. AGENCY- European Social Fund, Dublin (Ireland).
PUB DATE- 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Case Studies; Check Lists; *Education Work Relationship; Educational Needs; Educational Research; Employment Patterns; Employment Practices; Employment Qualifications; Foreign Countries; Instructional Development; Motivation Techniques; *On the Job Training; Resource Materials; Skill Development; *Small Businesses; *Staff Development; *Training Methods; Training Objectives
IDENTIFIERS- *Great Britain

This document, which was developed on the basis of recent research and testimony of small business owners, managers and employees, and training providers, is a basic practical manual for those owners and managers of British small and medium-sized enterprises (SMEs) who want to initiate or improve staff training and development activities. The following are among the topics discussed in the first nine sections: the changing workplace; employers and training (training differentials between part-time and full-time workers, male and female workers, and small and larger firms); obstacles to providing training; the business case for training (benefits of work force training); technical and key (basic) skill needs; training approaches and strategies (appropriate forms of training, key workers as coaches or mentors, recognition of on-the-job training, time constraints, open and distance learning, women-only training, Investors in People, employee development schemes, training costs, collaborative arrangements, accreditation of training, evaluation of training); ways of motivating employees to participate in training; examples of good practice; and sources of help and advice for SMEs and their workers. Numerous examples from case studies are also included. Section 10 lists 67 useful publications and multimedia products and 110 useful addresses. Eighteen charts are included. (MN)

ED 423 438 CE 077 253

Benn, Roseanne, Ed.; Elliott, Jane, Ed.; Whaley, Pat, Ed.
Educating Rita and Her Sisters. Women and Continuing Education.
PUB DATE- 98
NOTE- 172p.; Based on a series of seminar papers presented to the Universities Association for Continuing Education Women and Continuing Education Professional Network.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Learning; *Continuing Education; Employed Women; Foreign Countries; *Lifelong Learning; Tutors; *Women Administrators; *Women Faculty; *Womens Education
IDENTIFIERS- *Great Britain

This book contains 17 papers examining the various roles--learner, teacher, researcher, manager--that women have played in the development of lifelong learning. The following papers are included: "Introduction: Women and Continuing Education--

eighth grade students, their parents, and their teachers plan a course of study in high school that is compatible with what the student is planning to do after high school graduation. Topics covered include: (1) "What Is Lifework Planning?"; (2) "What Type of Work Is for Me?"; (3) "What Might I Like To Do?"; (4) "Am I Learning the Right Things?"; (5) "What Subjects Must I Take?"; (6) "What Subject Areas Are Offered in High School?" (7) "What Knowledge and Skills Must I Have?" (8) "What Career Areas Interest Me?"; and (9) "Contacts for College, Career, and Apprenticeship Help." Requirements for graduation in Wisconsin are included. Contact information for career, college, and apprenticeship help in Wisconsin is provided. (EMK)

ED 423 456 CG 028 489

Vandegrift, Judith A.; Wright, Joel
Arizona Public School Counselors--How Do They Spend Their Time? Baseline Results.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Education Work Relationship; Elementary Secondary Education; *Public Schools; School Counseling; *School Counselors; State Surveys; Time Management
IDENTIFIERS- *Arizona

This briefing paper discusses school counselors' roles and responsibilities; that is, how they currently spend their time. A comprehensive statewide system of school-to-work (STW) opportunities for students is being established in Arizona. One component of the evaluation involves a study of counselors and their attitudes toward STW as a concept and as a vehicle for education reform. The study is intended to be replicated annually, with the hypothesis that if STW has the impact intended, then time spent counseling on work/career issues should increase. This first study (N=374) of counselors' time use and attitudes will be used as the baseline. Findings regarding characteristics of counselors in the sample, descriptive statistics on the types of schools in the sample, and level of job satisfaction of current counselors are presented and discussed. Key findings regarding time use by task and by issue are presented and discussed. (EMK)

ED 423 457 CG 028 612

Knight, David M.
Successful Treatment of Traumatic Stress across the Life-Span: A Review of the Current Literature.
PUB DATE- 98
NOTE- 101p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Adults; Children; Coping; *Posttraumatic Stress Disorder; Predictor Variables; Stress Variables; *Therapy

The literature on the treatment of traumatic stress is examined across three distinct age groups: adults, adolescents, and children. Various psychotherapies including group and individual models, pharmacological interventions, community support resources and integrated models are explored. Comorbidity and other issues are considered. Analysis of the

Social Skills," focuses on developmental issues and processes, including the influences of gender, ethnocultural factors, and common childhood disabilities. Chapter 3, "Assessment of Social Skills: Best Practices and New Directions," reviews methods and assessment tools, and presents new developments in the field. This chapter is both a practical guide to assessment in the field and a critical survey of the state of the art. Chapters 4-6 focus on intervention. Chapter 4, "Designing, Implementing, and Evaluating Social Skills Interventions," provides a basic framework and includes practical examples for educational and clinical practice. Chapter 5, "Social Skills Training as an Intervention for Specific Problems, Populations, and Settings," focuses on training issues. Chapter 6, "A Review of Selected Social Skills Training Programs," offers a comprehensive overview of several widely available commercially packaged social skills training programs. (EMK)

ED 423 477   CG 028 698

Pogany, Susan Browning
Sex Smart: 501 Reasons To Hold Off on Sex. A Sexuality Resource for Teenagers.
PUB DATE- 98
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Communicable Diseases; Dating (Social); High School Students; High Schools; Higher Education; Interpersonal Attraction; Interpersonal Relationship; Love; *Mate Selection; Parent Child Relationship; Pregnant Students; Sex Differences; *Sex Education; *Sexuality; *Social Development; Values; Venereal Diseases
IDENTIFIERS- *Abstinence; *Sexually Transmitted Diseases

The case for sexual abstinence is offered in everyday language with a great deal of practical information in an easily read format. Quotations from teens who have dealt with the problem are included on every issue. Chapter topics are:(1) "Love and Sex"; (2) "How Sex Can Ruin Your Relationship"; (3) "Are Males and Females on the Same Sexual 'Wavelength'?"; (4) "'It Wasn't at All What I Expected'"; (5) "Pregnancy--It Could Happen to You"; (6) "Listen Up, Guys! Eighteen Years of Child Support Is a Long Time!"; (7) "Difficult Choices: Options for the Pregnant Teen and Her Partner"; (8) "Is Everybody Doing It? Peer Pressure and Self-Esteem"; (9) "What's the Double Standard?"; (10) "Sexual Liberation: Was It Really Liberating?"; (11) "Your Personal Policy on Sex"; (12) "Why Choose Abstinence?"; (13) "There Are Many Other Ways To 'Make Love'"; (14) "How To Say No"; (15) "Date Rape"; (16) "Sexually Transmitted Diseases: One False Move and You're Infected"; (17) "AIDS: Sex in the Age of Death"; and (18) "If You're Smart..." (EMK)

ED 423 478   CG 028 699

Teen Mothers: Selected Socio-Demographic Characteristics and Risk Factors. Report to the Honorable Charles B. Rangel, House of Representatives.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)

PUB DATE- 96
NOTE- 396p.; "With contributions from Theodore K. Miller, Patrick T. Terenzin, and Elizabeth J. Whitt."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Program Effectiveness; *Program Evaluation; *Student Personnel Services

A comprehensive resource for program assessment in student services, this volume provides practitioners with an overview of the what and why of program evaluation and access to the tools to design and carry out an assessment project, communicate the results, and implement the findings. In Part 1, "The Context for Assessment in Student Affairs," key questions to ask are presented, and both qualitative and quantitative methods are reviewed. Part 2, "Dimensions of Assessment in Student Affairs," examines various approaches to assessment. Tracking clients' use of services, programs, and facilities is discussed. Assessing student needs, student satisfaction, campus environments, and student cultures are distinguished with considerations, methods, and expectations. Chapters are dedicated to outcome measures for programs and service, benchmarking, and effectiveness against professional standards. Part 3, "Assessment Challenges for Practitioners," covers reporting and using results, ethics and integrity; and making assessment work, with guiding principles and recommendations. An annotated resource list of assessment instruments, keyed to different populations and programs, is appended. (EMK)

ED 423 498   CG 028 740

Chickering, Arthur W.; Reisser, Linda
Education and Identity. Second Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 93
NOTE- 542p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Educational Philosophy; Hidden Curriculum; Higher Education; Identification (Psychology); Individual Development; Interpersonal Competence; Interpersonal Relationship; Moral Development; Self Actualization; Self Concept; *Student Development; *Student Personnel Services

Developing policies and practices to create higher education environments that will foster broad-based development of human talent and potentials is the focus of this fully revised and updated edition, which adds findings from the last 25 years to a classic work. The volume begins with "A Current Theoretical Context for Student Development," which reviews various models of human development with particular reference to students. Chickering's seven vectors are presented as general developmental directions that guide student development. Chapters in Part 1 include: "Developing Competence"; "Managing Emotions"; "Moving through Autonomy toward Interdependence"; "Developing Mature Interpersonal Relationships"; "Establishing Identity"; "Developing Purpose"; and "Developing Integrity." Against this background, a rationale for student services work is built. Part 2, "Key Influences on Student Development,"

Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; *Kindergarten; Kindergarten Children; *Parent Participation; *Phonics; Primary Education; Reading Attitudes; Reading Readiness; *Reading Skills; *Tutoring; Word Recognition; Writing Attitudes

Noting that parent involvement could be the single most important factor in children's success in school, this book helps parents act as tutors in reading and writing for their kindergarten children. It offers both general guidelines and specific strategies and activities to use for accomplishing specific objectives, such as improving decoding skills and using comprehension strategies. Activity sheets follow many of the lessons. After a word to parents and an introduction, chapters in the book are: (1) Get Ready To Read and Write; (2) Create an Interest in Reading and Writing; and (3) Help Your Child Learn To Read. A 16-item glossary; tips for tutoring; advice for helping children feel good about themselves; and a list of 57 preschool books, 51 read-aloud books and Internet sites, and 38 predictable books are included. (RS)

ED 423 518 CS 013 294

Tutoring Children in Reading and Writing: A Step-by-Step Guide. Book 2: Grades 1 & 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 133p.; For Book 1, see CS 013 289.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Grade 1; Grade 2; *Parent Participation; *Phonics; Primary Education; *Reading Aloud to Others; Reading Interests; *Reading Material Selection; *Reading Skills; *Tutoring; Word Recognition

Noting that parent involvement in student schoolwork ranks high as a cause of academic success for most children, this book helps parents act as tutors in reading and writing for their first- and second-grade children. It offers both general guidelines and specific strategies and activities to use for accomplishing specific objectives, such as improving decoding skills and using comprehension strategies. Activity sheets follow many of the lessons. After a word to parents and an introduction, chapters in the book are: (1) Sharing Books with Your Child; (2) Building Skills in Word Recognition: Phonics; (3) Understanding Word Structure and Memory Techniques; (4) Building Basic Comprehension Skills; (5) Finding Books Your Child Will Like: Interest Inventories; and (6) Trying Books on for Size: Readability Levels. A 16-item glossary; tips for tutoring; advice for helping children feel good about themselves; and a list of 57 preschool books, 51 read-aloud books and Internet sites, and 38 predictable books are included (RS)

ED 423 519 CS 013 295

Ediger, Marlow
Reading in the Social Studies Curriculum.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English

composition assignment. It also presents statistical data, examiners' comments, and a discussion of examination questions on the reading portion that many students answered incorrectly. (RS)

ED 423 538 CS 216 496

English 33 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For English 30 Diploma Examination Results, see CS 216 495.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; High Schools; *Reading Achievement; Reading Comprehension; Reading Tests; *Writing Achievement; Writing Evaluation; Writing Skills; Writing Tests
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Response to Literature

The summary information in this report provides teachers, school administrators, students, and the general public in Alberta, Canada with an overview of results from the June 1998 administration of the English 33 Diploma Examination. The information in the report is most helpful when used in conjunction with the detailed school and jurisdiction reports. The report notes that of the 6,478 students who wrote the examination, 92.3% of these students achieved the acceptable standard, and 4.1% of these students achieved the standard of excellence. The report provides statistical data and examiners' comments for the personal response to literature assignment, the functional writing assignment, and the response to visual communication assignment. It also presents statistical data, examiners' comments, and a discussion of examination questions on the reading portion that many students answered incorrectly. (RS)

ED 423 539 CS 216 497

Tchudi, Susan
Students Constructing Themselves: Let Them Tell Us How To Teach Them.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Higher Education; Metaphors; Perception; *Self Concept; Student Attitudes; Student Needs; *Teacher Attitudes; *Teacher Expectations of Students; *Teacher Student Relationship; *Writing Instruction

The culture of the composition profession has engaged in grossly overgeneralizing the problems students have, and students have bought into teachers' descriptions. Composition teachers need to take responsibility for the ways in which they have diminished students. In a detailed account of the construction of students, Marguerite Helmers identifies "lack" as the central perception of practitioners. Other metaphors are used

Reading the World Wide Web.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; Electronic Text; Higher Education; Hypermedia; Information Retrieval; *Information Seeking; Interviews; *Literacy; Models; Research Needs; Secondary Education; *Users (Information); *World Wide Web
IDENTIFIERS- Knowledge Acquisition

Given predictions that hypermedia will lead to meaningful changes in ways of knowing and how people make sense of the world, this question and answer paper discusses research conducted by the Technology and Literate Thinking group at the Center on English Learning and Achievement on how adult students make sense of information found on the World Wide Web. It presents preliminary findings in a model that is helping to frame further investigation into (1) new forms of literacy and literate thinking occasioned by electronic media; and (2) the processes people use when interacting with electronic texts and how these processes can be shaped by educators to maximize language and literacy development. Contains a figure illustrating the model that represents preliminary findings. (RS)

ED 423 559 CS 509 903

New Media.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Curriculum Development; *Employment Patterns; Employment Statistics; Mass Media; *Technological Advancement; Technology Education; Two Year Colleges; *World Wide Web
IDENTIFIERS- City University of New York Manhattan Comm Coll; *New Media; *New York (New York)

This theme issue explores lower Manhattan's burgeoning "New Media" industry, a growing source of jobs in lower Manhattan. The first article, "New Media Manpower Issues" (Rodney Alexander), addresses manpower, training, and workforce demands faced by new media companies in New York City. The second article, "Case Study: Hiring Dynamid" (John Montanez), examines the experience of new employees at a new media company that creates corporate websites. The third article, "New Media BMCC" (Alice Cohen, Alberto Errera, and MeteKok), describes the Borough of Manhattan Community College's developing new media curriculum, and includes an interview with John Gilbert, Executive Vice President and Chief Operating Officer of Rudin Management, the company that transformed 55 Broad Street into the New York Information Technology Center. The fourth section "Downtown Data" (Xenia Von Lilien-Waldau) presents data in seven categories: employment, services and utilities, construction, transportation, real estate, and hotels and tourism. The fifth article, "Streetscape" (Anne Eliet) examines Newspaper Row, where Joseph Pulitzer and William Randolph Hearst ran their empires. (RS)

Research/Technical (143)

DESCRIPTORS- *Broadcast Journalism; Case Studies; Content Analysis; Females; Foreign Countries; Higher Education; National Surveys; *News Media; Political Campaigns; *Radio; Student Attitudes; *Television; Television Research

IDENTIFIERS- China; Local Television Stations; *Media Coverage; *Television News

The Radio-TV section of the Proceedings contains the following 13 papers: "Computer-Assisted Reporting: A Nationwide Survey of Television Newsrooms" (Sonya Forte Duhe' and Erin Haynie); "Network Television News Coverage of the Environment and the Impact of the Electronic Newsletter 'Greenwire'" (Claudette Guzan Artwick); "Managing Single-Market Radio Clusters" (Greg Stefaniak); "A Content Analysis of 'Dateline NBC' and 'NBC Nightly News': The Infiltration of the Youformation Story into News Magazines and Mainstream News" (Jeff Demas); "Priming Reporters: A Study on How the Willie Horton Case Altered the Portrayal of Criminals" (James Devitt); "Constructing International Spectacle on Television: CCTV News and China's Window on the World, 1992-1996" (Tsan-Kuo Chang and Chen Yanru); "Advertising's Influence on Broadcast News Content: A Study of Student Attitudes" (Hubert W. Brown and Beth E. Barnes); "Women in Television News Management: Do They Make a Difference?" (Laura K. Smith and John W. Wright II); "They'd Rather Be in Pictures, or Would They?: A Content Analysis of Video Bite Bias during TV Network News Coverage of the 1992 and 1996 Presidential Campaigns" (Jon A. Shidler, Dennis T. Lowry, and Charles Kingsley); "The Relationship of Affiliation Change to Changes in Television News Ratings" (Marianne Barrett); "Learned Helplessness in Local Television News: A 12 Year Update" (Grace Ferrari Levine); "Television News Stand-Up Reports: A Pittsburgh, Pennsylvania Market Case Study" (Patrick J. Sutherland); and "Youth Voters in 1996: Searching for Political Information from Television News" (Karon R. Speckman). (PA)

ED 423 575 CS 509 919

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Scholastic Journalism; Civic Journalism.

PUB DATE- 98

NOTE- 371p.; For other sections of these Proceedings, see CS 509 905-922.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Content Analysis; High Schools; Higher Education; Internet; *Journalism; *Politics; *School Newspapers; *Student Publications; *Student Rights

IDENTIFIERS- *Civic Writing; Florida; Louisiana; Media Ethics; Michigan; *Scholastic Journalism; Scholastic Press Associations; Visual Communication

The Scholastic Journalism--Civic Journalism section of the Proceedings contains the following 14 papers: "Look Who's Reading Newspapers: The Impact of a Citywide High School Newspaper" (Elinor Kelly Grusin and M. David Arant); "Factors Affecting the Degree to Which the Student Press of Michigan is Subject to Prior Review and/or Prior Restraint" (Kimberly A. Lauffer); "Incorporating Media Studies in the High School Social Science Curriculum: Perspectives of South Florida Teachers" (C.A. Tuggle, Don Sneed, and K. Tim Wulfemeyer);

Cicero, Illinois. Based on the California model, the partnership academy is distinguished by four features: a multi-year, school-within-a-school structure from 10th grade to graduation, integration of academic and vocational curriculum around a health and business career theme, block scheduling, and active employer involvement through job shadowing and mentoring. Program evaluation focused on measuring students' performance as indicated by attendance, credits earned, grade point averages, and achievement-test results. A follow-up survey documented students' postsecondary activities in college and the workplace. Results showed favorable program effects for all indicators. Students had higher attendance rates, increased credits earned, improved grades, and significant achievement test gains. Students graduated on time from high school, with a high percentage continuing their education in college. Some students secured meaningful employment related to the Academy career themes. Morton East High School Partnership Academy is an effective, alternative approach to meeting the needs of our multicultural and diversified society. (Contains 9 tables and 9 references.) (Author/MLH)

ED 423 594 EA 029 306

California Educational Research Cooperative. Annual Report 1998.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Cooperative Programs; *Educational Cooperation; Educational Innovation; *Educational Research; Elementary Secondary Education; *Program Evaluation; Theory Practice Relationship
IDENTIFIERS- California; California Educational Research Cooperative

The California Educational Research Cooperative (CERC) is a partnership between county and local school systems and the School of Education at the University of California, Riverside. The annual report of this organization is presented. The report details the missions and goals of CERC and its effort to bring professionals and research scholars together so as to form a link between research and practice. The report describes the research cycle, detailing the steps taken throughout the cycle and the types of projects undertaken by CERC. Core research projects include the class-size reduction project, the cultural diversity and teacher labor market project, and the educational indicators market project. A section on members and special research features information on the California Beginning Teacher Support and Assessment Program, the Beginning Teacher Support and Assessment Evaluation of the Training for Principals and Site Administrators, the California Post-Secondary Education Commission, and other programs. The report concludes with a fiscal summary and a list of CERC publications, CERC sponsors and members, and CERC faculty and staff. (RJM)

ED 423 595 EA 029 360

Harman, Patrick; Egelson, Paula
From the Middle of the Pack to the Top of the Heap: A District's Odyssey through the '90s.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American

and Human Services, Education and Related Agencies, Committee on Appropriations, House of Representatives.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Cost Effectiveness; Early Childhood Education; Educational Finance; *Educational Quality; Educational Resources; Elementary Secondary Education; Excellence in Education; Expenditures; *Federal Programs; Federal State Relationship; Government Publications; Hearings; *Information Needs; Information Utilization; Postsecondary Education
IDENTIFIERS- *Department of Education

Testimony given by Associate Director of Education and Employment Issues in the Health, Education, and Human Services Division of the General Accounting Office discusses challenges the Department of Education faces in carrying out its mission to improve the quality of education and ensure equal access. The Government Performance and Results Act of 1993 (the Results Act) presents an opportunity to better manage the Department at all levels. While the Department has developed and submitted to the Congress its 5-year strategic plan and 1999 performance plan as required by the Results Act, the Department of Education still faces three major management challenges: (1) collecting uniform program information to assess performance in preschool, elementary, and secondary education; (2) assessing effectiveness of preschool, elementary, and secondary programs administered by multiple agencies and departments; and (3) collecting, maintaining, and using reliable information on postsecondary programs. The Department of Education has been hampered in its management efforts by a lack of reliable information about its programs and their effects, but the Results Act offers a structured framework to address cross-cutting program issues by identifying agencies and programs addressing similar missions; it also addresses data integrity and systems problems in postsecondary institutions by requiring agencies to provide annual performance plans that name operational process, skills, and technology as resources critical to the attainment of performance goals. Background information on educational expenditures in the United States is provided. Contains two figures and a list of related GAO publications. (MKW)

ED 423 615 EA 029 444

Implementing Schoolwide Programs. Volume I: An Idea Book on Planning.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 220p.; The projected Volume 2 is to be titled: "Profiles of Promising Schoolwide Program Practices."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Budgeting; *Educational Assessment; *Educational Planning; Educationally Disadvantaged; Elementary Secondary Education; *Equalization Aid; Federal Legislation; Government Publications; Program Development; *Strategic Planning

special education students and student performance not affected by response conditions. When the math test was orally read to students, general education students outperformed special education students; however, students in special education performed significantly higher when the math test was read by teachers than when they read the test themselves. (Contains 21 references and 4 tables.) (CR)

ED 423 633 EC 306 705

Teaching Children with Attention Deficit/Hyperactivity Disorder: Update 1998. ERIC Digest E569.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Assignments; *Attention Deficit Disorders; Attention Span; *Behavior Modification; Classroom Environment; Classroom Techniques; *Clinical Diagnosis; Definitions; Disability Identification; Educational Strategies; Elementary Secondary Education; *Hyperactivity
IDENTIFIERS- ERIC Digests

This digest defines attention deficit disorders (ADD), provides the attention span, hyperactivity, and impulsivity criteria for diagnosing ADD, and identifies successful strategies for teachers working with children with ADD. Strategies are provided for: (1) establishing the proper learning environment, including seating students with ADD near the teacher's desk, placing these students up front with their backs to the rest of the class, surrounding students with ADD with good role models, and avoiding distracting stimuli; (2) giving instructions to students with ADD/ADHD, such as maintaining eye contact during verbal instructions, making directions clear, simplifying complex directions, repeating instructions if needed, making certain students comprehend the instructions before beginning the task, and helping students feel comfortable with seeking assistance; (3) giving assignments, including giving out only one task at a time, monitoring frequently, modifying assignments as needed, developing an individualized education program, giving extra time, and making sure knowledge is tested and not attention span; and (4) modifying behavior and enhancing self-esteem by providing supervision and discipline by having pre-established consequences for misbehavior and administering consequences immediately and consistently, and providing encouragement by rewarding more than punishing and praising good behavior and performance. (CR)

ED 423 634 EC 306 706

Gaylord, Vicki; Hayden, Mary
A Decade Later: Employment, Residential, and Social Changes in the Lives of Adults and Young Adults with Moderate and Severe Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

their students who have mild to moderate difficulties in learning and adjustment. The study also examined the impact of Individual Education Plan (IEP) requirements on students' educational programs, parent participation, and teachers' workloads. Findings include: (1) there is a significant variation in how sample school districts and schools set out policies and procedures to govern the provision of Learning Assistance Services; (2) in many cases, policies/procedures guidelines are somewhat dated and do not appear to reflect the significant changes that have occurred relative the to provision of Learning Assistance Services; and (3) the Learning Assistance Program tends to be more oriented to "pull-out" and Learning Assistance Center programs in secondary schools than in elementary schools. Appendices include the rationale for the learning assistance reviews, the school survey, interview questions, ministry learning assistance guidelines, and supplemental reports that expand on findings. (CR)

ED 423 652 EC 306 758

Chadsey, Janis G.; Shelden, Debra L.
Promoting Social Relationships and Integration for Supported Employees in Work Settings.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Disabilities; Environmental Influences; Interpersonal Relationship; *Intervention; National Surveys; *Peer Relationship; Predictor Variables; *Social Integration; *Supported Employment; *Work Environment

This monograph discusses findings from a 3-year project that investigated strategies that could be used to promote the social integration and relationships between young adults with and without disabilities in supported employment settings. Four studies were conducted. The first study was a descriptive study that described the nature, development, and quality of close social relationships between supported employees and their co-workers. The second study looked at the efficacy of two types of interventions (contextual and co-worker) and the influence of the employment training specialist on those interventions. Through a national survey, the third study was designed to determine the variables (i.e., agency, supported employee, service provider, workplace intervention) that predicated successful integration outcomes. The last study was a substudy of the third study and was designed specifically to look at supported employees who had been involved in co-worker interventions and were judged to be either successfully or unsuccessfully integrated into work settings. The monograph contains working papers of these studies. In addition, two other concept papers are included which provide further information about social integration and employment settings. Finally, a section is included that reflects some possible applications from the studies. (CR)

ED 423 653 EC 306 759

McLaughlin, Margaret J.; Henderson, Kelly; Rhim, Lauren M.
Snapshots of Reform: How Five Local Districts Are Interpreting Standards-Based Reform for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

Education; Higher Education; Individual Differences; Intercultural Communication; Japanese; Language Research; Language Teachers; *Language Tests; *Linguistic Theory; *Neurolinguistics; *Pragmatics; *Second Language Instruction; Spanish; *Teacher Role; Testing; Trend Analysis
IDENTIFIERS- Arizona State University; Brazil; University of Arizona

The collection of articles on second language teaching and learning includes: "Cross-Cultural Discourse Pragmatics: Speaking about Hearsay in English and Japanese" (Nobuko Trent); "An Investigation of Student Opinions and Educational Experiences in Spanish for the Heritage Speakers at Arizona State University and the University of Arizona" (Theresa Reber, Kimberly Geeslin); "Authentic Foreign Language Testing in a Brazilian University Entrance Exam" (Rosana M. F. Cardoso); "Changing Teacher Roles in the Foreign Language Classroom" (Francis Johnson, Marion Delarche, Nicholas Marshall, Adrian Wurr, Jeffery Edwards); "Neurolinguistic Applications to SLA Classroom Instruction: A Review of the Issues with a Focus on Danesi's Bimodality" (E. G. Kim-Rivera); and "A Test for Learning Style Differences for the U.S. Border Population" (Armand Picou, Rebecca Gatlin-Watts, James Packer). A book review is also included. (David Coberly) Individual papers contain references.) (MSE)

ED 423 673 FL 025 474

Trent, Nobuko
Cross-Cultural Discourse Pragmatics: Speaking about Hearsay in English and Japanese.
PUB DATE- 98
NOTE- 32p.; For complete volume of working papers, see FL 025 473.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Contrastive Linguistics; Cultural Context; Cultural Differences; Discourse Analysis; *English; *Japanese; *Language Patterns; Language Styles; *Pragmatics; Second Language Instruction; *Second Languages

Every language has different systems for expressing third party information. While in some languages grammar rules stipulate how to do this, in both Japanese and English the degree of indirection or direction a speaker should use to express information obtained as hearsay is genuinely a pragmatic language issue. English speakers tend to express hearsay information in more direct forms than do Japanese speakers. Cross-cultural discourse analysis, focusing on the concept of the speaker's information territory, reveals that English and Japanese have different pragmatic rules for dealing with hearsay information. This study analyzed the issue from both cultural and linguistic perspectives, and examined implications for foreign language instruction. (Contains 26 references, 8 discourses and a list of grammatical abbreviations. Japanese utterances in the appendix are transcribed using the Hepburn romanization system.) (Author/MSE)

ED 423 674 FL 025 475

Reber, Theresa; Geeslin, Kimberly
An Investigation of Student Opinions and Educational Experiences in Spanish for the Heritage Speakers at Arizona State University and the University of Arizona.
PUB DATE- 98

ED 423 695 FL 025 498

Lucke, Melinda Rae, Comp.
Professional Development for Language Teachers: Preparing Educators for the 21st Century. 1998 State Survey.
PUB DATE- 98
NOTE- 31p.; Figure on pages 8 and 9 may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Sign Language; Bilingual Education; Elementary Secondary Education; English (Second Language); Higher Education; *Inservice Teacher Education; *Language Enrollment; *Language Teachers; National Surveys; Professional Associations; *Professional Development; Second Language Instruction; Second Languages; State Supervisors; Teacher Certification; Teacher Qualifications; Teacher Recruitment; *Teacher Supply and Demand

The survey, using data gathered from state foreign language association presidents and state foreign language supervisors and a number of other sources, investigated issues in professional development for language teachers. Forty-six out of 50 states responded to the survey, but not all of the states responded to each quotation. The survey consisted of questions on teacher shortages, recruitment, certification, bilingual education, and American Sign Language. Results indicate that teacher shortages are affecting most states, and increasing student enrollments in elementary, middle, and high schools exacerbate this problem. Largest shortages are in Spanish and Japanese, followed by French, German, Latin, Chinese, Arabic, Italian, and Korean. Despite increased enrollment figures, foreign language requirements at any level are not common. Approximately 89 percent of all language teachers are certified; of the remainder, half are emergency certified and half are uncertified. Emergency certification is commonplace, and most school districts provide alternative methods for language teacher certification. While professional development is being addressed in the states, how it is supported and treated varies greatly. It includes training through workshops and conferences, inservice opportunities, and federally-funded programs. Obstacles faced by teachers in obtaining professional development include competition with other disciplines, treatment of languages as outside the core curriculum, poor program information dissemination, and lack of financial support. (MSE)

ED 423 696 FL 025 499

Angelova, Maria; Riazantseva, Anastasia
"If You Don't Tell Me, How Can I Know?": A Case Study of Four International Students Learning To Write the U.S. Way.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *English for Academic Purposes; *English (Second Language); *Foreign Students; *Graduate Students; Higher Education; Second Language Instruction; Second Language Learning; Student Journals; Writing Evaluation; *Writing Instruction

A study examined the problems that four graduate students of various linguistic and cultural backgrounds encountered during instruments appropriate for use with the state's model standards for language proficiency. The two primary tasks for the project's third year were: (1) establishment of initial cutoff ranges for the commercially available instruments recommended for use based on the first two years' work, and (2) creation of a test development plan to guide production of operational instruments for placing students according to state standards. Appended materials include: a list of working group members; general content grids for reading, writing, and listening tests; a sample questionnaire used to survey teachers and students during the field testing phase; and data from a special pilot administration of reading, writing, and listening test items. Contains 9 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 715   FL 801 253

Butler, Frances A.; Weigle, Sara Cushing; Kahn, Andrea B.; Sato, Edynn Y.
Test Development Plan with Specifications for Placement Instruments Anchored to the Model Standards. Adult English-as-a-Second-Language Assessment Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 96
NOTE- 201p.; For related documents, see FL 801 250-253.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *English (Second Language); *Language Proficiency; Literacy Education; Second Language Instruction; *State Standards; Statewide Planning; *Student Placement; Testing
IDENTIFIERS- California; *Placement Tests

The test development plan described here is an outgrowth of a 3-year California state project to address the English-as-a-Second-Language (ESL) placement needs of adult education agencies in the state. The test development plan provides specific directions for the development of operational instruments anchored to the state's standards, and includes a recommended placement process for the standards and general guidelines for whole test and reading, writing, and listening item development. An introductory section describes the placement process and guidelines, and outlines detailed reading, writing, and listening specifications. Appended materials include a list of working group members, criteria for estimating the range and discrimination point of prototype reading and listening items, examples of reading/writing text adaptation, sample responses for generate writing tasks, and rater training procedures for scoring generate writing tasks. Contains 7 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 716   FL 801 254

Gati, Sally
Teaching Techniques for the ESL Literacy Classroom. Videotape.
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

Harvard University School of Public Health; it can also be used as a complement to the Core Alcohol and Drug Survey developed by the Center for Alcohol and Drug Studies at Southern Illinois University. The guide discusses how to conduct a survey, including obtaining approval from respondees, selecting the study sample, administering the survey, and analyzing and interpreting the data. Cost estimates and alternative methods for administering the survey are also discussed. The guide also introduces a new computer software package, "Looking at Binge Drinking at Four-Year Colleges," which allows administrators to compare their school's binge drinking rate with those reported by schools in a national college alcohol study conducted in 1993. Six appendixes include copies of the two survey instruments, the Faculty and Staff Environmental Alcohol and Drug Survey, and guidelines for developing frequency distributions, central tendencies, and chi-square tests. (MDM)

ED 423 735 HE 031 471

Training in Diagnostic Ultrasound: Essentials, Principles, and Standards. Report of a WHO Study Group. Technical Report Series 875.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Personnel; Developing Nations; *Diagnostic Tests; Foreign Countries; Higher Education; *Medical Education; Medical Students; Nurses; Physicians; *Professional Training; *Standards
IDENTIFIERS- *Ultrasonics; World Health Organization

This report defines the essential training and skills necessary for the effective employment of diagnostic ultrasound in different health care settings. It reviews the present situation in ultrasonography and the trends in the utilization of diagnostic ultrasound in clinical practice. The report also examines worldwide practice with respect to ultrasonography training for physicians, sonographers, and other categories of medical professionals, such as midwives, nurses, and assistant physicians. It presents outlines of recommended training curricula for physicians in general, advanced, and specialized ultrasonography and discusses various other factors that must be taken into account in organizing the training process. The report describes the recommended training for allied health professionals specializing in ultrasonography and presents the basic science and instrumentation aspects of the curricula. It then discusses the level of competence that should be reached by those trained in the use of diagnostic ultrasound, as well as the recommended standards for training programs, including the requirements for instructors and training centers. Recommendations for the implementation of training programs are included. An appendix outlines the applications of diagnostic ultrasound. (Contains 36 references.) (MDM)

ED 423 736 HE 031 472

Baxter, Joseph T.; Miller, Michael T.
Graduate Education on the Internet: An Issue of Quality and Accessibility.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English

teaching role of professors outside of the classroom. Chapter 10, "College Towns," describes the advantages (and some disadvantages) of quintessential college towns. Chapter 11, "Academic Vacations," recounts one family's professorially driven vacations. The concluding chapter argues against a "crisis" in higher education. (Individual chapters contain references.) (DB)

ED 423 755   HE 031 550

Self-Evaluation Guide for Institutional Participation in Title IV and Other Federal Programs, 1997-98 and 1998-99. Fourteenth Edition.
PUB DATE- 98
NOTE- 289p.; For the previous edition, see ED 409 809.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); Evaluation Utilization; Federal Legislation; Federal Programs; Government School Relationship; Grants; Higher Education; *Program Evaluation; Scholarships; *Self Evaluation (Groups); *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Higher Education Act Title IV; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

This guide is intended to assist institutions of higher education as they evaluate the efficiency and effectiveness of their administration of financial aid programs and compliance with federal laws and regulations, especially Title IV of the Higher Education Act. The guide goes beyond federal requirements to include other good administrative practices that can minimize incidents of misrepresentation and provide a clear audit trail for every transaction. The question-and-answer format is supported by citations to the appropriate legislation or regulation. Part 1 covers general institutional responsibilities, including policies and procedures, student consumer information, and good practices. Part 2 covers the administration of specific federal programs such as the Pell Grant Program, the Perkins Loan Program, the Supplemental Educational Opportunity Grant Program, the Family Education Loan Program, the William D. Ford Direct Loan Program, health professions, scholarships for disadvantaged students, and Bureau of Indian Affairs programs. Part 3 addresses the administration of financial aid, including general fiscal administration, drawing down funds, and cash management. Five appendices comprise Part 4, and include relevant legislative texts and a list of frequently used abbreviations. (DB)

ED 423 756   HE 031 551

Weaver, Henry D.
Partial Salary Support for U.S. Faculty Working in Universities in Developing Countries: A Report to Association Liaison Office and to the U.S. Agency for International Development.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 93
NOTE- 138p.
LANGUAGE- English

in the United States. It arose from a series of conferences, beginning with a 1991 NATO workshop on university-industry relations which took place in Acquafredda, Italy. The first two chapters are based upon the "theme paper" for the Acquafredda conference; the other chapters originated as conference talks. Following an introduction by the editors, the papers are: (1) "Entrepreneurial Science: The Second Academic Revolution" (Henry Etzkowitz and Andrew Webster); (2) "Toward a Theoretical Analysis of Academic-Industry Collaboration" (Andrew Webster and Henry Etzkowitz); (3) "The Changing Context of Science and University-Industry Relations" (Karen Seashore Louis and Melissa S. Anderson); (4) "Strategic Research Alliances; Testing the Collaborative Limits?" (Andrew Webster); (5) "Science and Technology Knowledge Flows Between Industrial and Academic Research: A Comparative Study" (Jacqueline Senker, Wendy Faulkner, and Lea Velho); (6) "Science Parks and Innovation Centers" (Rikard Stankiewicz); (7) "Academy-Industry Relations in Middle-Income Countries: Eastern Europe and Ibero-America" (Katalin Balazs and Guilherme Ary Plonski); (8) "Academic-Industry Relations in Russia: The Road to the Market" (Mike Berry and Lioudmila Pipiia); (9) "Universities in Scotland and Organizational Innovation in the Commercialization of Knowledge" (Margaret Sheen); (10) "Inching Toward Industrial Policy: The University's Role in Government Initiatives To Assist Small, Innovative Companies in the United States" (Henry Etzkowitz and Ashley J. Stevens). (Contains approximately 350 references.) (DB)

ED 423 775 HE 031 621

Bridging the Gap between State Government and Public Higher Education.
PUB DATE- 98
NOTE- 134p.; A separately bound report summary is included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Cooperative Programs; *Governance; *Governing Boards; *Government School Relationship; *Higher Education; *Institutional Autonomy; Politics of Education; Public Colleges; *State Government; State Universities; Trustees

This report presents findings of an 18-month study to find out how state political and education leaders gauge the performance of citizen boards of trustees and to assess the overall condition of academic governance. The study included interviews with more than 250 state officials and education leaders, site visits to seven states, and an independent telephone survey of political leaders in 18 states. Major findings are reported under the rubric of five themes: (1) preparing for the future; (2) serving in the public interest; (3) navigating a new political environment; (4) balancing board responsiveness with policy independence; and (5) removing obstacles to effective public trusteeship. The report's findings lead to recommendations for information, collaboration, and reform. These recommendations urge a collaborative effort between national organizations representing state political leaders and higher education institutions that would address governance issues, strengthen the performance of public higher education boards, and forge more effective relationships between state institutions and state governments. Appendices provide information about the study's methodology and site visits, an analysis of the opinion survey of state policymakers, and a list of the individuals interviewed. (DB)

"Developmental Education at a Public Research University" (Catherine Wambach and Robert delMas); (8) "A Charge to Developmental Educators: Ignite the Spark" (Rita Klein et al.); (9) "The Impact of a Course in Strategic Learning on the Long-Term Retention of College Students" (Claire E. Weinstein et al.); (10) "Integrating Critical Thinking into the Developmental Curriculum" (Linda Best); (11) "Metacognition: Facilitating Academic Success" (Cynthia M. Craig); (12) "Student Beliefs, Learning Theories, and Developmental Mathematics: New Challenges in Preparing Successful College Students" (Irene Mary Duranczyk and Joanne Caniglia); (13) "Mainstreaming Basic Writers: Chronicling the Debate" (Mary P. Deming); (14) "A Commentary on the Current State of Developmental Reading Programs" (Martha Maxwell); (15) "Establishing Personal Management Training in Developmental Education and First-Year Curricula" (Robert Nelson); and (16) "Increasing Efficiency and Effectiveness of Learning for Freshman College Students through Supplemental Instruction" (David Arendale). A concluding chapter is by the editors. (Individual chapters contain references.) (DB)

ED 423 795 HE 031 643

Cohort Default Rates for Schools Due to FY 1994, FY 1995, and FY 1996.
PUB DATE- 98
NOTE- 1291p.
LANGUAGE- English
EDRS Price- MF10/PC52 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Federal Aid; Federal Programs; Financial Support; *Loan Default; Loan Repayment; Postsecondary Education; Statistical Data; Student Financial Aid; *Student Loan Programs; Tables (Data)

This report presents the student loan default rate for individual postsecondary institutions for fiscal years (FY) 1994, 1995, and 1996. Cohort default rates are cataloged by state and in descending order of the cohort default rate. Types of loan programs in which schools are currently participating are also listed for each school. Included for each listing is a school identification number, school name, school address, program length and type, fiscal years for which cohort default rates have been calculated, number of borrowers in default, number of borrowers in repayment, the default rate, and default rate by program type. (DB)

ED 423 796 HE 031 644

Student Guide: Financial Aid, 1999-2000.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Choice; Eligibility; Federal Aid; *Federal Programs; Financial Aid Applicants; Financial Support; Grants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- Direct Lending; Family Education Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant

the department chair's work with people, including faculty, students, and department staff. Specific topics cover faculty, staff, and student recruitment; faculty work and workload; and faculty development and evaluation of department members. Part 3 is about the chair's operational responsibilities for the department. Individual chapters discuss the department as a collectivity; curriculum, pedagogy, and student advising; resource management; and strategic planning. Part 4 explores the chair's roles and responsibilities in connecting with audiences beyond the department. Emphasis is on bridging the chasm that often exists between administration and faculty. Individual chapters focus on the chair and the dean, legal issues for chairs, evaluating the department, and the chair and external audiences. (Individual chapters contain references.) (DB)

ED 423 816 HE 031 664

Clagett, Craig A., Ed.
The MAHE Journal, 1998.
PUB DATE- 98
NOTE- 73p.; For the 1997 issue, see ED 419 472.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *Basic Skills; Community Colleges; *Developmental Studies Programs; Higher Education; Instructional Effectiveness; Mathematics; Minority Groups; *Remedial Instruction; Student Evaluation; *Study Skills
IDENTIFIERS- *Maryland

This annual serial issue of the Maryland Association for Higher Education (MAHE) contains seven papers on developmental education programs and other academic support services at postsecondary institutions in Maryland. The papers are: (1) "Report of the Remedial Education Subcommittee, Maryland Partnership for Teaching and Learning, K-16 Work Group" (Charlene R. Nunley), which presents 18 recommendations including replacement of the term "remedial" with "developmental"; (2) "The Maryland Community College Skills Assessment Project" (Sandra W. Tomlinson), which reports on efforts to reform and standardize assessment efforts; (3) "Innovation and Achievement in Educational Development at Prince George's Community College" (David P. James, Craig A. Clagett, Margaret A. Taibi), which describes implementation of enhancements to that institution's developmental education program during 1996-98; (4) "Improving Minority Student Success: Crossing Boundaries and Making Connections Between Theory, Research, and Academic Planning" (Morris Keaton, Craig A. Clagett, Isa N. Engleberg), which describes efforts to study and improve the academic success of minority students; (5) "The Changing Picture of the Legality of Affirmative Action Programs in Student Admissions and Financial Aid" (Shin Lin), which summarizes the legal status of affirmative action in student admissions; (6) "Two Weeks vs. Two Years of Developmental Mathematics" (Roxann King), which describes brief review courses students take just prior to taking college mathematics courses; and (7) "Study Skills Make a Difference in Developmental Mathematics" (Yvonne Seon and Roxann King), which describes a series of workshops at Prince George's County Community College for at-risk developmental mathematics students. (Individual papers contain references.) (DB)

ED 423 817 IR 018 935

ED 423 364 CE 075 270

Janys, Bohumil; Tkalec, Vladimir
Strategy and Aids for the Implementation of Vocational Standards. Final Report of the Subgroup C Meeting, 24-26, March 1997, Prague.
PUB DATE- 97
NOTE- 47p.; For related ETF reports, see CE 075 265-271.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Development; Educational Research; Foreign Countries; Free Enterprise System; *Job Training; Models; National Programs; *National Standards; Postsecondary Education; Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- Europe (Central); Europe (East)

Countries of Central and Eastern Europe already developing model standards in the framework of restructuring their education systems have been chosen to develop model standards for other countries. To compare the standards being developed in these countries, a system of indicators must be developed. The most important indicators are as follows: system approach, curriculum, capacity of the system, financing, teachers/trainers, understanding of "vocational," parity esteem, "productivity" of the system, and acceptance with employers. Each country copes with the standards issue in a specific manner within the framework of their national programs. The professional model that has been proposed as a useful approach for the formulation of qualification standards contains three essential and two additional components. Some trends accompany vocational education and training (VET) standard development: general incompatibility of VET tracks and of standard development with the standards in EU countries; gradual differentiation of education systems; and development in the target structures. Results of questionnaires to obtain information on steps carried out in the field of standard development in countries of Central and Eastern Europe indicate that they mostly define VET standards with acts of law and find the methodology for preparation of the standards most helpful. (Some survey results are appended.) (YLB)

ED 423 365 CE 075 271

Gibb, Allan
Key Issues in the Development of Entrepreneurship and Small Business Training--The Potential for Action.
PUB DATE- 97
NOTE- 17p.; For related ETF reports, see CE 075 265-271.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; Educational Needs; *Entrepreneurship; Foreign Countries; Free Enterprise System; *Labor Force Development; Postsecondary Education; Program Development; Secondary Education; *Self Employment; *Small Businesses
IDENTIFIERS- Asia; Europe (Central); Europe (East)

This paper provides a framework for discussion of the potential for support of small and medium enterprise (SME) development by training and education, particularly in European Union partner countries. Section I is an introduction. Section II reviews the

that in the new knowledge-based economy, organizations will gain the competitive edge by being able to learn faster than their competitors. What will count is an organization's ability to attract and retain knowledge workers, improve their capabilities, and provide the environment for rapid and continuous learning and innovation. (Contains eight charts and graphs.) (YLB)

ED 423 383   CE 077 125

Gurbuz, Riza, Ed.
Quality Matters in International Vocational Education and Training. IVETA Conference Proceedings (Ankara, Turkey, August 31-September 2, 1998).
PUB DATE- 98
NOTE- 608p.
LANGUAGE- English; Turkish
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); Adult Education; Distance Education; Educational Improvement; *Educational Quality; Foreign Countries; *International Cooperation; *Job Training; Postsecondary Education; *Quality Control; Secondary Education; Standards; Tech Prep; Technological Advancement; Turkish; *Vocational Education

These proceedings consist of 62 papers in English and 11 in Turkish. Selected papers are as follows: "Achieving Quality through Transnational Co-operation" (Carpanter); "Improving the Quality of Vocational Education through International Collaboration and Comparisons" (Lasonen); "In Pursuit of Quality Vocational Education and Training VET " (Niven); "Industry-Education Co-operation for Relevance and Quality Assurance QA in Technical VET in Asia" (Basu); "Total Quality Improvement in VE" (Boardman); "Total Quality Management Based Instructional and Evaluation Strategies for the Vocational-Technical Education (VTE)" (Chao); "Improving Quality of VTE in Turkey" (Dogan); "Quality Studies in the Technical Education System in the United Kingdom and a Model for Turkiye" (Balci); "Trends on Secondary VTE" (Fer); "Importance of the Internet for Effective Development of VET" (Merickel, Daud); "Skill Standard Development for the QA of the Occupational Competency" (Kim); "QA Issues in Flexible Programming" (Daines); "Standards of Quality for the Preparation and Certification of Trade and Industrial Education Teachers" (Kraska); "Scottish Quality Management System" (Gunning); "Accreditation of Technical and VET in Germany" (Roesch); "Maintaining Quality in the Development of VE Programmes" (Parkin); "QA and Occupational Competence of Intercultural Bridgemakers in VE" (Sever); "Vo-Tech Education Reform in Tech Prep" (Hull); "Changing Face of VE in the United States" (Matthews); "Successful Use of Technology in the Improvement of Vo-Tech Education" (Prescott, Jennings); "Long Distance Learning for Technical Education" (Mistikoglu, Ornektekin); "Study on the Vocational High School Students in Taiwan" (Chou); "Development of Occupational Standards with Regards to Vocational Training" (Akpinar, Bisel); "Collaborative Learning in Cyberspace" (Majumdar); "Quick Start" (Burdette); "Contemporary Issues in Performance Measurement for VET Policy" (Ngui, Grannall); "Increasing the Productivity of VTE by Means of Multimedia Tools" (Ayvaz); "Experiences through Quality Management at Baskent University-Vocational School of Technology" (Yilmaz, Turmen); "Improvement of Quality of Education in Technical Training Colleges and the Effects of Technology" (Simsek, Akyuz); "Competence and QA of Education in Vocational Colleges" (Erdem, Acikgoz); "METGE (VTE development. Standards for each topic are organized into the skills and knowledge students should be able to demonstrate by the end of grades 4, 8, and 12. (KC)

ED 423 401 CE 077 157

Wisconsin's Model Academic Standards for Marketing Education. Bulletin No. 9005.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Career Development; Competency Based Education; Critical Thinking; Elementary Secondary Education; *Employment Potential; Entrepreneurship; Integrated Curriculum; *Job Skills; Leadership Training; *Marketing; Organizational Development; State Curriculum Guides; *State Standards; Statewide Planning
IDENTIFIERS- *Wisconsin

This document contains standards for the academic content of the Wisconsin K-12 curriculum in the area of marketing education. Developed by task forces of educators, parents, board of education members, and employers and employees, the standards cover content, performance, and proficiency areas. The first part of the guide is an introduction that defines the academic standards, explains how and why they were developed, and suggests ways teachers can use the standards, relate them to all students, and apply them across the curriculum. It is followed by an overview of marketing education and the standards for the following topics: entrepreneurship, free enterprise, global marketing, marketing functions, critical thinking, marketing applications, lifework development, marketing technology, and organizational leadership. Standards for each topic are organized into the skills and knowledge students should be able to demonstrate by the end of grades 4, 8, and 12. A glossary defines 13 terms. (KC)

ED 423 402 CE 077 158

Wisconsin's Model Academic Standards for Technology Education. Bulletin No. 9006.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Career Development; Competency Based Education; Elementary Secondary Education; *Employment Potential; Integrated Curriculum; *Job Skills; *Science and Society; State Curriculum Guides; *State Standards; Statewide Planning; Technological Advancement; Technology; *Technology Education
IDENTIFIERS- *Wisconsin

This document contains standards for the academic content of the Wisconsin K-12 curriculum in the area of technology education. Developed by task forces of educators, parents, board of education members, and employers and employees, the standards a set of papers that can be referenced separately. The monograph is organized into two sections. Section I: "Getting Ready" is designed to help educators get started, plan for, and integrate technology into adult education. The five papers in this section are as follows: "Making Technology Happen in Adult Education" (Christopher E. Hopey); "Planning and Funding for Technology" (Hopey); "Making the Right Choice: Software Evaluation" (Hopey); "Integrating Technology into Adult Learning" (Lynda Ginsburg); and "Recommendations for Using Technology in Adult Education" (Hopey). Section II: "Moving Forward," contains six papers that address the following topics: "Adult Learning Theory: An Argument for Technology" (Regie Stites); "Technology in Adult Education Programs" (Terilyn C. Turner); "Using Technology for Assessment in Adult Learning" (John P. Sabatini); "Distance Learning and Adult Basic Education" (John Fleischman); "The Internet and Adult Educators" (David Rosen); and "Adult Learning, Technology, and Public Policy" (Mary Lovell). The monograph contains a list of 12 national adult education agencies, including their website addresses, and 85 references. (SK)

ED 423 421   CE 077 203

Lewis, Theodore
Toward the 21st Century: Retrospect, Prospect for American Vocationalism. Information Series No. 373.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Economic Change; *Education Work Relationship; *Educational Change; Integrated Curriculum; *Job Skills; Job Training; Postsecondary Education; Role of Education; Secondary Education; Technological Advancement; *Vocational Education
IDENTIFIERS- Global Economy; High Performance Work Organizations

The new vocationalism arising out of 1980s educational reforms caused a resurgence of interest in high school vocational education and in the integration of academic and vocational education. The dominant economic motive of the new vocationalism has found expression in the 1990s school-to-work movement. These reform efforts signal the triumph of Dewey's progressive philosophy of education. The forces that have shaped this philosophical transformation include a global economy and the changing nature of skill, work, and jobs. Both secondary and postsecondary educational systems are being challenged by these changes. Although in-company training is increasingly popular, two- and four-year institutions are better suited for the delivery of much-needed training in literacy. Infusing vocational curriculum with academic knowledge can provide the kind of flexibility desired in the modern worker. Possibilities for reconfiguring high school vocational education include the following: (1) detracking of the curriculum; (2)emphasis on standards over subject disciplines; (3) situated cognition; (4) work experience as school; and (5) community service as an important form of work. Postsecondary institutions are advised to focus on the increasing demand for combined literacy and job training, curriculum reform to respond to technological change, and the needs of new clients such as reverse transfer students and hard-

Where Are We Now?" (Roseanne Benn, Jane Elliott, Pat Whaley); "Dancing into the Future: Developments in Adult Education" (Veronica McGivney); "Continuing Education in the Universities: The Old, the New, and the Future" (Viv Anderson, Jean Gardiner); "Locating Women, Theorising Women" (Miriam Zukas); "Still Struggling" (Roseanne Benn); "Locating Women: Theorising the Curriculum" (Jane Elliott); "Accrediting Women, Normalising Women" (Cheryl Law); "Recentring Quality: Assessing the Feminist Classroom" (Sue Webb); "Learners, Experiences and Lives in the Curriculum" (Sue Shuttleworth); "New Choices for Women from Mining Areas" (Mair Francis); "Women Researching in Continuing Education: Voices, Visibility and Visions" (Pat Whaley); "Researching Difference" (Julia Preece); "A Fair Hearing for the Fair Sex" (Roseanne Benn); "Women Staff and Equal Opportunities" (Elizabeth Bird); "Women's Career Progression: A Case Study" (Jean Gardiner, Rebecca O'Rourke); "Juggling for a Living: The Working Lives of Women Adult Education Tutors" (Jan Sellers); and "Gender Agenda" (Roseanne Benn, Jane Elliot, Pat Whaley). Many papers include substantial bibliographies. (MN)

ED 423 439 CE 077 254

Field, Jane, Ed.
Electronic Pathways. Adult Learning and the New Communication Technologies.
PUB DATE- 97
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Case Studies; Check Lists; *Communication (Thought Transfer); Computer Uses in Education; Distance Education; *Educational Practices; Educational Research; *Educational Technology; Foreign Countries; Global Approach; Higher Education; Humanities; Independent Study; *Information Technology; Internet; Nutrition Instruction; Optical Data Disks; Professional Development; Rural Areas; Rural Education; Teacher Improvement; Telecommunications; Theory Practice Relationship; Videotape Recordings; World Wide Web
IDENTIFIERS- *Great Britain; *Information Society; Video Teleconferencing

This book, which is intended as a practical resource for individuals who are professionally concerned with adult learning, contains 21 papers and 3 checklists concerning the new communication and information technologies (IT) and adult learning. The following papers and checklists are included: "Introduction" (Jane Field); "The Use of Telematics in Education and Training" (Ray Winders);"The Global Demands for Change" (Martin Buck); "Can You Put Your Arm around a Student on the Internet?" (Jill Mannion Brunt); "The Adult Learner as Listener, Viewer, and Cybersurfer" (John Field); "Teaching and Learning with the New Technologies: for Richer, for Poorer; for Better, for Worse..." (Paul Helm); "Adult Learning by Videoconferencing" (Alan Robinson); "Developing Videoconferencing: The East Anglia Distance Learning Initiative" (John Smith); "Video Links and Outreach Centres" (Andy Leal); "Low-Cost Computer-Mediated Conferencing for Part-Time Evening Degree Students" (Kate Sankey, Dominic Dibble);

treatment literature reveals some clear implications for the combining and sequencing of specific treatments. This diverse set of therapy programs in concert can more effectively attenuate the range of traumatic symptoms. Drawing from data in each age group, more comprehensive treatment programs are recommended. The literature indicates that complex assessment batteries and multimodal, multifocus treatment programs are necessary for amelioration of the majority of traumatic stress expressions. These treatment packages are applied interactively with biological, psychological, familial, and social factors. Recommendations are made for the design of both treatment programs and future research studies. Limitations of current research and treatment applications are discussed. (Author/EMK)

ED 423 458 CG 028 614

Carter, Theresa; McCarroll, Jo Ann; Popek, David
Increasing Employment Skill Awareness for Students To Be Better Prepared To Enter the World of Work.
PUB DATE- 98
NOTE- 71p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Career Guidance; *Education Work Relationship; High School Students; High Schools; *Interpersonal Competence; School Counseling

This report describes a program for increasing employment skill awareness for students to be better prepared to enter the world of work. The problem of insufficient employment skills is documented by data revealing large numbers of students who are unable to meet the demands of employers. Analysis of probable-cause data revealed students' lack of social skills and work ethics, lack of teacher time spent on employment instruction, and lack of employment skills typical of entry level employers. A review of the literature provided expert guidance. Four major categories of intervention were selected: (1) incorporation of employment skills taught in Civics, Special Education English, and Industrial Technology classes; (2) increased time spent on communication skills; (3) student exposure to job opportunities by the use of job fairs and job shadowing experiences; (4) the development of increased interpersonal skills by the use of cooperative learning as an instructional technique. Postintervention data suggests that these interventions were successful in increasing the employment skills awareness of the students. The 20 appendixes contain survey forms, checklists, sample journal entry sheet and cover, vocabulary lists and a test, interview rubric and mock interview letter, and employability checklist. (Author/EMK)

ED 423 459 CG 028 636

Student Workshop: How To Say No. Grades 2-4. Multimedia Kit .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- *Adolescents; *Birth Rate; Births to Single Women; *Early Parenthood; *Mothers; National Surveys; *Population Trends; Pregnancy; Secondary Education; Secondary School Students; Socioeconomic Influences

This report provides social and demographic information about teen mothers. Specific information on trends in birth rates for teens, a statistical profile of teen mothers, and sociocultural factors related to these trends are reported. The findings are presented in graphs and figures related to the following issues: (1) teen birth rates, birth rates for all women, and the proportion of unmarried mothers; (2) birth rates by race and age groups and by geographic area, including 1995 rate by state; (3) a detailed profile of teen mothers that includes age and race distribution, likelihood of completing school or receiving welfare, number who are married or have previous children, the pattern of drug use, and likelihood of planned pregnancy; and (4) the influence of school involvement and family background on the likelihood of teenage motherhood. This report is based on national birth certificate data and current analyses of four nationally representative surveys: (1) National Longitudinal Survey of Youth; (2) National Education Longitudinal Study of 1998; (3) National Survey of Family Growth; and (4) National Household Survey on Drug Abuse. (EMK)

ED 423 479 CG 028 700

Restructuring Boards of Education To Enhance Schools' Effectiveness in Addressing Barriers to Student Learning. A Center Report.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 33p.; Developed by the Mental Health in Schools Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Board of Education Policy; *Boards of Education; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; Models; Program Effectiveness; Program Implementation; Student Development
IDENTIFIERS- *Barriers to Participation

With little attention paid to the way barriers to learning are addressed, many students are unable to take advantage of instructional improvements. During 1998 a nationwide coalition of organizations was established which focused on how to enhance policy cohesion in the area of barriers to student learning. This report provides information for school boards to use at the local level in order to revisit policies and issues that are reducing the impact of programs and services designed to improve instruction. School boards are encouraged to take a critical step in implementing effective reform and restructuring in schools by adding an enabling component to their model. The discussion explores (1) why school boards need to increase their focus on addressing barriers to learning; (2) the benefits accrued from addressing barriers and building in implementation processes to enable learning; (3) rethinking the school board's committee structure to build in an enhanced focus on addressing barriers to student learning; (4) lessons learned from a major school district where the board has begun the process. Diagrams and charts are provided for model presents the following discussions: "Clear and Consistent Institutional Objectives"; "Institutional Size"; "Student-Faculty Relationships"; "Curriculum"; "Teaching"; "Friendships and Student Communities"; "Student Development Programs and Services"; and "Creating Educationally Powerful Environments." (EMK)

ED 423 499 CG 028 742

Henderson, Leigh A., Ed.; Glass, William J., Ed.
LSD: Still with Us after All These Years.
PUB DATE- 94
NOTE- 174p.; Based on the National Institute of Drug Abuse Studies on the Resurgence of Contemporary LSD Use.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Illegal Drug Use; *Lysergic Acid Diethylamide; Substance Abuse

This volume offers insight for parents, counselors, and educators as to why young people in the 1990s are using LSD--its appeal, the experience, and where kids are getting it. Current studies and anecdotes are woven with recent statistics to create a clear picture of contemporary LSD use. The introduction offers some history and background on the issues surrounding LSD. Chapter Topics include: (1) "What Is a Trip--and Why Take One?" (J. MacDonald, M. Agar); (2) "About LSD" (L. A. Henderson); (3) "Adverse Reactions to LSD" (L. A. Henderson); (4) "LSD Use and LSD Users: Questions and Answers about LSD" (L. A. Henderson); (5) "An LSD Distribution Network" (C. Favret); (6) "Legal Issues" (L. A. Henderson); and (7) "Summary and Implications" (W. J. Glass, L. A. Henderson, C. Favret). Information about resources and data sources are appended. (EMK)

ED 423 500 CG 028 746

Hyman, Irwin A.
The Case against Spanking: How to Discipline Your Child without Hitting. The Jossey-Bass Psychology Series.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Anger; Child Abuse; Child Development; *Child Rearing; Children; *Corporal Punishment; Cross Cultural Studies; *Cultural Influences; Ethical Instruction; Family Violence; *Parent Child Relationship; *Parenting Skills

The research on discipline is synthesized and presented in a highly readable form making the case against corporal punishment of children. The negative results are presented through examples. Although popular opinion on the subject of hitting has shifted so that many parents as well as educators and therapists realize the connection between spanking, hitting, beating, and child abuse, the question of positive parenting alternatives remains unclear to many people. How can parents discipline children without hitting? Chapter topics are (1) "An Alien Point of View"; (2) "Abuse or Discipline?"; (3) "Why We Hit and What It Does to Kids"; (4) "Back to Basics:

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; Elementary Education; Learning Activities; Learning Strategies; *Reading Assignments; Reading Comprehension; Reading Improvement; Reading Skills; *Social Studies; *Study Skills; Teaching Methods

A basic concept in reading content in the social studies is for pupils to experience adequate background information. A pupil cannot read and understand new subject matter unless prerequisites have been met. For early primary grade pupils, the Big Book concept may be used, wherein the teacher discusses the illustration in the book pertaining to content that will be read. Intermediate grade pupils may also be taught by the teacher using a similar strategy. The social studies teacher needs to have numerous library books, on different reading levels, available for pupils to select from and read relevant to the social studies unit being taught. Pupils may also access necessary data through the Internet. Social studies teachers should be teachers of reading because pupils need to: (1) do much reading to secure information for each unit taught; (2) read to follow directions; (3) read sequentially a narrative account in social studies since, after reading, proper order is very important in retelling these events; (4) skim subject matter content to note if it is relevant; (5) scan materials that provide what one is looking for; (6) develop main ideas; (7) read to achieve a summary; (8) read diary entries; (9) read in an analytical manner; (10) read in an imaginative manner; and (11) read for problem solving purposes. The theory of multiple intelligences is important in educational practices when having pupils reveal in diverse ways what has been learned. (Contains 14 references.) (CR)

ED 423 520   CS 215 971

Vick, Helen Hughes
Walker of Time and Teacher's Guide .
PUB DATE- 93
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *American Indian Culture; *Anthropology; Family Life; *Fiction; *Hopi (Tribe); Integrated Curriculum; Intermediate Grades; Moral Values; Recreational Reading; Secondary Education; Social Problems; Teaching Guides
IDENTIFIERS- Arizona; Book Awards; *Time Travel; *Walker of Time

Intended for adolescent readers, this award-winning book is the first in a time travel trilogy that blends ancient Sinagua and present-day Hopi Indian life with archaeology, social awareness, and adventure. The books relate the story of Walker Talayesva, a contemporary Hopi teenager who travels back in time 800 years to take his place as the leader of the Ancient Sinagua people. In-depth research on the archaeology and anthropology of the American Southwest contributes to the background of the books, which also deal with dedication to family commitment, the value of learning, and the importance of inner integrity. The books' purpose is to teach young people solid values that will carry them through life. The teacher's guide is designed to help the classroom teacher use the young to characterize students as children, as beasts, as diseased or ill, as foreign or exotic, as savages, as violent. The respectful language composition teachers have become sensitized to use when talking about people of other ethnicities, classes and genders has not spilled over into their talk about students. One reason for this is the dominance of a behavioral model of teaching. Comments from three classes of first-year writing students describe how they view themselves as writers--few of them were able to describe themselves in positive terms, and a number of them used "child" metaphors. Suggestions for giving students opportunities to construct themselves include: have students write at the beginning of the semester about their accomplishments as writers; survey students on what helps them write; use a portfolio; conduct an analysis of error with students; and check in with students frequently to learn about their attitudes and assumptions. Composition teachers need to stop making students objects, placing them in the position of the Other, and allow them to be the subjects of their own stories of who they are, why they write, and how they write. (RS)

ED 423 540 CS 216 505

Cooper, Charles R., Ed.; Odell, Lee, Ed.
Evaluating Writing: The Role of Teachers' Knowledge about Text, Learning, and Culture.
PUB DATE- 99
NOTE- 419p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diversity (Student); Evaluation Criteria; Evaluation Methods; *Grading; High Schools; Higher Education; Portfolio Assessment; *Student Evaluation; *Student Needs; Theory Practice Relationship; *Writing Evaluation; Writing Instruction
IDENTIFIERS- Academic Discourse; Discourse Communities; Large Scale Writing Assessment; *Writing Contexts

Intended to guide writing teachers through the complexities of evaluation, the essays in this collection represent a variety of approaches to evaluation. The essays display, however, some common beliefs about what is fundamentally important to writing teachers' work--specifically, the need: to distinguish between "grading" and "evaluation"; to develop the ability to describe students' writing; to connect teaching and evaluation; and to continually reexamine assumptions and practices that guide evaluation. Following an introduction by the editors, the 17 essays and their authors are, as follows: (1) "Assessing Thinking: Glimpsing a Mind at Work" (Lee Odell); (2) "What We Know about Genres, and How It Can Help Us Assign and Evaluate Writing" (Charles R. Cooper); (3) "Audience Considerations for Evaluating Writing" (Phyllis Mentzell Ryder, Elizabeth Vander Lei, and Duane H. Roen); (4) "Coaching Writing Development: Syntax Revisited, Options Explored" (William Strong); (5) "Cohesion and Coherence" (Martha Kolln); (6) "Assessing Portfolios" (Sandra Murphy); (7) "How to Read a Science Portfolio" (Denise Stavis Levine); (8) "Using Writing to Assess Mathematics Pedagogy and Students' Understanding" (Richard S. Millman); (9) "Evaluating Student Writing about History" (Kathleen Medina); (10) "Evaluating Students' Response Strategies in Writing about Literature" (Richard W. Beach); (11) "Evaluating the Writing of Culturally and Linguistically Diverse Students: The Case of the African American Vernacular

ED 423 560 CS 509 904

Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Audience Awareness; *Communication Skills; Elementary Secondary Education; *Listening Skills; Mass Media Use; *Speech Communication
IDENTIFIERS- Communication Behavior; *Media Literacy

In response to the need for intentional, organized education in speaking, listening, and media literacy, the National Communication Association provides the Standards and Competency Statements in this document. The Standards and Competency Statements are not designed to be used as a curriculum; rather, they are designed to enhance and support curriculum. The Competency Statements under each of the 20 Standards are categorized according to three dimensions of communication competence: knowledge, behaviors, and attitudes. Within each of those three dimensions, the Competency Statements are grouped according to content and, when appropriate, increasing levels of difficulty. Some of the 20 Standards are: competent communicators demonstrate knowledge and understanding of the relationships among the components of the communication process and the influence of the individual, relationship, and situation on communication; competent communicators demonstrate the ability to demonstrate sensitivity to diversity when communicating; competent speakers demonstrate knowledge and understanding of the speaking process, and the ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting; competent listeners demonstrate knowledge and understanding of the listening process, and the ability to use appropriate and effective listening skills for a given communication situation and setting; and media literate communicators demonstrate knowledge and understanding of the ways people use media in their personal and public lives, and the ability to use media to communicate to specific audiences. Supplemental information includes the process for developing the standards and competency statements. (RS)

ED 423 561 CS 509 905

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Advertising.
PUB DATE- 98
NOTE- 493p.; For other sections of these Proceedings, see CS 509 906-922.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Audience Response; Case Studies; Cognitive Dissonance; Comparative Analysis; Credibility; Cross Cultural Studies; Employment Qualifications; Ethics; Higher Education; Hypermedia; Information Processing; *Journalism Education; Media Research; Sex Role; Teamwork; *Textbook

"Education for Scholastic Journalism Revisited: Are We Doing Enough?" (Tom Dickson and Mark Paxton); "Learning to Do the Right Thing: Assessing Knowledge of Media Ethics of Leading High School Journalism Students in Louisiana" (Joseph A. Mirando); "Job Descriptions and Responsibilities of Scholastic Press Association Directors" (Julie E. Dodd); "Student Internet Rights" (Megan Moriarty); "Political Discourse, Economic/Fiscal Policy Issues, and Civic Journalism" (Sharon Hartin Iorio); "Is Public Journalism Cheap Journalism?: Putting Public Journalists' Money Where Their Mouths Are" (David O. Loomis); "The Visual Communication of Public Journalism: A Content and Textual Analysis" (Renita Coleman); "A Comparative Analysis of Objective and Public Journalism as Techniques" (R. Lance Holbert and Stephen J. Zubric); "Civic Journalism, Political Awareness and the University" (Robert Roberts, Anthony Eksterowicz, and Arian Clark); "Missing the Link: Citizen-Based Journalism Intent Rather Than Election Coverage Content Affects Public Trust in Media" (Eric J. Rhodenbaugh); and "Connection Vs. Distance: Teaching Public Journalism" (William T. Chronister). (PA)

ED 423 576 CS 509 920

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Visual Communication.
PUB DATE- 98
NOTE- 356p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Copyrights; Designers; Foreign Countries; *Graphic Arts; *Internet; Journalism History; Media Research; Occupational Surveys; *Photography; *Photojournalism
IDENTIFIERS- Design Research; India; Iowa; *Visual Communication

The Visual Communication section of the Proceedings contains the following 12 papers: "The Limits of Copyright Protection for the Use of Visual Works in Motion Pictures, Print Media, and Pop Art in the 1990s" (Andy Bechtel and Arati Korwar); "Afterthoughts on the Representational Strategies of the FSA Documentary" (Edgar Shaohua Huang); "Design Characteristics of Public Journalism: Integrating Visual and Verbal Meaning" (Renita Coleman); "Visual Design for the World Wide Web: What Does the User Want?" (Deborah M. Gross); "Creating Visual Metaphor of the Internet" (Walter M. Bortz, William R. Davie, and Jung-Sook Lee); "Imperial Imaginary: Photography and the Invention of the British Raj" (Shakuntala Rao); "Influencing Creativity in Newsrooms: A Survey of Newspaper, Magazine, and Web Designers" (Renita Coleman and Jan Colbert); "Errors and Inaccuracies in Iowa's Local Newspaper Information Graphics" (Lulu Rodriguez); "Altered Plates: Photo Manipulation and the Search for News Value in the Early and Late Twentieth Century" (Wilson Lowrey); "The Development of Standard and Alternative Forms of Photojournalism" (Timothy Roy Gleason); "Perceptions of Graphics versus No Graphics on Web Sites" (Rebecca J. Chamberlin); and "Who Gets Named?: Nationality, Race and Gender in 'New York Times' Photograph Cutlines" (John Mark King). (PA)

ED 423 577 CS 509 921

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st,

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Agents; *Change Strategies; *Educational Change; Elementary Secondary Education; Improvement; School District Reorganization; *School Restructuring
IDENTIFIERS- Burke County Schools NC

The report describes the settings of a case study of innovations in Burke County (North Carolina), provides a brief history of the county's educational efforts, and discusses some of the county's initiatives in education. For the research, multiple sources of data were used, including focus groups, interviews, and artifacts, such as memoranda and public-relations materials. Results indicate that the positive factors associated with the institutionalization of change were found across all these data sources. Some of the important elements in change included decentralizing the central office, planning, and starting small. Several factors contributed to success: maintaining focus once an initiative was under way, involving teachers in the planning and management of the innovation, and making a continual commitment to staff development. Communication and collaboration were also seen as important to the process, as were program support and followup. Administrative openness to innovation and the district's commitment to finding the necessary resources to continue initiatives likewise contributed to successful changes. (RJM)

ED 423 596 EA 029 361

Lee, John; Fitz, John
Ensuring and Maintaining Quality in Schools through Central Regulation: Some Lessons from England and Wales.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Evaluation; Foreign Countries; *Inspection; Quality Control; Standards
IDENTIFIERS- England; Wales

One way to ensure the quality of education in schools in the developed countries of the West is through the use of national school inspections; an analysis of the inspection system used in England and Wales is offered here. The 1992 Education Act instituted a radically different mode of inspection in England and Wales. The act gave contracts to private teams to analyze schools and to report on the health of the system. The law called for the inspection of all schools, using a 4-year cycle. Since Registered Inspectors have a linchpin role in making the system work, an analysis of their activities is presented in depth. The responsibilities of the inspectors are carefully detailed, along with some of the problems that they have encountered, such as their exclusion from the field in which pedagogical prescriptions and regulations are defined. The system can be improved by addressing the criticism that it is self- evaluation rather than external evaluation that motivates

IDENTIFIERS- Department of Education; *Improving Americas Schools Act 1994 Title I

The 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) challenges states and districts to upgrade schools that serve disadvantaged students. This guide highlights effective methods and useful resources for planning schoolwide programs and for measuring their success. Section 1 explains schoolwide programs and their goals, benefits, essential elements, processes, guiding principles, and practices. Section 2 offers a brief overview of the schoolwide planning process, including elements stipulated by federal law, and emphasizes fund availability. Section 3 is a step-by-step plan for schoolwide program change, while Section 4 describes various types of technical assistance made available by ESEA. Section 5 addresses accountability issues and use of student and school data to improve school programs. Appendices include a list of 12 Planning Tools presented in table format and an extensive annotated resource list. Lists of contributing schools, districts, education agencies, and technical assistance providers are included. (Contains 50 references.) (MKW)

ED 423 616 EA 029 467

Kaufman, Phillip; Chen, Xianglei; Choy, Susan P.; Chandler, Kathryn A.; Chapman, Christopher D.; Rand, Michael R.; Ringel, Cheryl

Indicators of School Crime and Safety, 1998.

PUB DATE- 98

NOTE- 258p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Aggression; Crime; *Educational Environment; Elementary Secondary Education; Government Publications; Homicide; Rape; *School Safety; *School Statistics; Suicide; *Victims of Crime; *Violence

IDENTIFIERS- Centers for Disease Control GA; Department of Education; Department of Justice; National Center for Education Statistics; National Center for Health Statistics; *School Crime

The string of tragic, violent incidents that occurred during the 1997-98 school year has refocused the American public's attention on school crime and safety. This statistical compilation supports the "Annual Report on School Safety: 1998" by presenting the latest available data on school crime and student safety. The report presents a profile of school crime and its victims. Organized as a series of indicators, each one displaying data on different aspects of school crime and safety, the report consists of five sections: (1) Nonfatal Student Victimization--Student Reports; (2) Violence and Crime at School--Public School Principal/Disciplinarian Reports; (3) Violent Deaths at School; (4) Nonfatal Teacher Victimization at School--Teacher Reports; and (5) School Environment. Data were collected by a variety of federal departments and agencies, including the Bureau of Justice Statistics, the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. Appendices include School Practices and Policies Related to Safety and Discipline, Technical Notes, and a glossary of terms. (MKW)

ED 423 617 EC 305 947

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Citizen Participation; Compensation (Remuneration); Daily Living Skills; *Disabilities; Education Work Relationship; *Employment; Housing; Income; *Independent Living; Job Placement; Longitudinal Studies; *Outcomes of Education; Place of Residence; Postsecondary Education; Residential Programs; Self Management; *Severe Disabilities; Sheltered Workshops; Supported Employment; Young Adults

This research brief reports on selected findings from a longitudinal study conducted at the Institute on Community Integration, University of Minnesota. The study identified the postschool status of young adults and adults with moderate and severe disabilities, and changes in that status over time. Specifically, this study examined the postschool status of: (1) young adults with moderate and severe disabilities who exited school between 1975 and 1985 (n=123); (2) the same individuals as adults who had been out of school for a minimum of 10 years; and (3) young adults with moderate and severe disabilities who left school between 1990 and 1994 (n=145). Overall findings indicate that the individuals with moderate and severe disabilities had limited access to postsecondary education, were dependent on others for residence, and still had limited community involvement. The study did, however, find increasing participation of individuals with moderate and severe disabilities in positive post school activities. The employment experiences of the individuals with moderate and severe disabilities have also improved. Not only were more found to be employed, more were employed in community settings and fewer young adults were in sheltered workshops. In addition, wages accounted for a larger portion of the individuals' incomes. (CR)

ED 423 635 EC 306 707

National Council on Disability Annual Report. Volume 18, Fiscal Year 1997.
PUB DATE- 98
NOTE- 47p.; For the 1996 report, see ED 407 760.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Agency Cooperation; Children; *Civil Rights Legislation; Computers; *Disabilities; *Employment; Federal Legislation; Immigration; *International Cooperation; Physicians; Position Papers; *Public Policy; Suicide; Technology; Welfare Services
IDENTIFIERS- *National Council on Disability; Social Security

This annual report details the activities of the National Council on Disability (NCD) in fiscal year 1997. These activities centered on public policy, civil rights, technology, and international policy. In addition, NCD continued its efforts to eliminate government duplication by organizing interagency coordination meetings to facilitate a comprehensive multiagency approach to disability issues. Specific activities included: (1) a two-day conference in Houston, Texas, to develop consensus proposals to address return-to-work barriers in the Social Security disability benefit programs; (2) regional, one-day field hearings to develop a set of coherent policy solutions that reflect the best research and thinking of the issue of Social Security reform; (3) a congressional briefing on systemic barriers preventing Social Security disability beneficiaries from returning to work; (4) organization of a National Youth Leadership Development Conference; (5) a

DC.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Accountability; Case Studies; Decision Making; *Disabilities; Educational Assessment; Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; Family Involvement; Inservice Teacher Education; Professional Development; *Regular and Special Education Relationship; School Districts; *Student Evaluation
IDENTIFIERS- Academic Accommodations (Disabilities); Testing Accommodations (Disabilities)

This monograph has been developed as part of an intensive, 3-year study of five local school districts engaged in general and special education reform. The purpose of the study was to examine how educational reforms were being defined and implemented at the local district and school levels, particularly with students with disabilities. The investigated reforms included standards, assessments and accountability, family and community involvement, and teacher development. This publication describes the key elements of reform that emerged during the study and issues surrounding educational reform. Section 2 presents a context in which to understand the district reforms. Sections 3-5 present specific findings related to each area. The final section presents conclusions. Findings from the study indicate: (1) there needs to be a consistent decision-making process outlining who should make decisions about how to include students with disabilities in standards and assessments; (2) there need to be consistent guidelines with teacher and family input for making these decisions and for public accountability for these decisions; and (3) teachers of students with disabilities must be made aware of the essential connection between standards, assessment, and accountability and the daily content and structure of their instruction. (CR)

ED 423 654 EC 306 760

Orkwis, Raymond; McLane, Kathleen
A Curriculum Every Student Can Use: Design Principles for Student Access. ERIC/OSEP Topical Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Assistive Devices (for Disabled); *Curriculum Development; *Disabilities; Elementary Secondary Education; Equal Education; *Inclusive Schools; *Regular and Special Education Relationship
IDENTIFIERS- *Academic Accommodations (Disabilities); *Universal Design

This publication addresses issues involved in universal design

NOTE- 19p.; For complete volume of working papers, see FL 025 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Second Language Programs; College Students; *Heritage Education; Higher Education; Language Research; Language Role; Language Usage; Questionnaires; Second Language Instruction; Second Languages; *Spanish; Student Attitudes; *Student Experience
IDENTIFIERS- *Arizona State University; *University of Arizona

A study examined university students' beliefs about the availability and content of Spanish courses designed for heritage speakers. Subjects were 50 students in three classes at Arizona State University and the University of Arizona, who were administered a questionnaire on student demographics, prior Spanish language instruction or instruction in Spanish, and attitudes about SHS (Spanish for Heritage Seakers) offerings, course level, desired course content, and what they would change or add to the existing program. Most of the respondents were born in the United States, and most learned English literacy first. Eighty percent attended American public schools, but few spoke English before entering the system, and only nine respondents received any SHS instruction. Two-thirds felt SHS instruction should be offered as early as possible in the educational experience; some feared this might interfere with acquisition of English. Grammar was clearly the main area of student interest, followed by formal language usage. Culture and history were also considered important. Topics considered to be of minor importance included art, literature, politics, and Chicano language. (Contains 32 references and the questionnaire). (MSE)

ED 423 675 FL 025 476

Cardoso, Rosana M. F.
Authentic Foreign Language Testing in a Brazilian University Entrance Exam.
PUB DATE- 98
NOTE- 21p.; For complete volume of working papers, see FL 025 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Entrance Examinations; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Tests; Psychometrics; *Reading Comprehension; Test Construction; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Brazil

This study analyzed English language tests administered in Brazil as part of a university entrance examination, focusing on the authenticity of its tests of second language reading comprehension, the concept of reading as an interactive process between reader and text, a proficiency-based view of language instruction, and the psychometric properties of a good test. Two reading tests that explicitly favor authenticity and proficiency are analyzed in two sections. The first concentrates on the types of questions in both tests and the language skill levels that are tapped by each question, according to American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The second part is a reliability study, in which the consistency of scores is statistically analyzed to determine the overall quality of the their initiation to the written discourse community of American academia during their first year of graduate study in the United States, and how these problems were dealt with. Qualitative data including participant and faculty interviews, observations, analysis of writing samples, and reflective journals kept by the subjects were collected. These data illustrated the kinds of difficulties the students encounter in the process of adapting to the requirements of a discipline-specific written discourse. The difficulties reflect the complexity of writing as an activity that can be viewed from at least three perspectives: cognitive; social; and cultural. Results suggest that international students bring with them to the U.S. classrooms writing experiences that sometimes differ from the writing conventions of American academia, and need assistance in successfully adjusting to the new academic environment. However, this assistance will only be available if both international students and their faculty are made aware of intercultural differences in writing and explicitly address them. (Contains 46 references.) (Author/MSE)

ED 423 697 FL 025 501

Morino, Hiroaki
Writing and Reading: Exploiting Their Similarities in Teaching. Suggestions for High School English Teachers in Japan.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Comparative Analysis; Educational Needs; Educational Strategies; *English (Second Language); Foreign Countries; High Schools; *Language Processing; Language Teachers; *Reading Instruction; *Reading Processes; Second Language Instruction; Teacher Education; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Japan

Two key parallels exist between reading and writing, each with profound implications for the teaching of these skills, and which can be adapted for the situation in Japanese high schools, where reading and writing classes are separate. First, on a theoretical level, writing and reading are cognitively similar in that they are both active and recursive processes, a parallel that implies that they are learned and can be taught in similar ways. Second, on a more practical level, they are processes that depend on and reinforce one another in ordinary use. Based on these parallels, two sets of specific suggestions are presented for Japanese teachers of English, one for writing teachers and one for reading teachers, with sample teaching exercises. Three reading passages are appended. Contains 22 references. (MSE)

ED 423 698 FL 025 504

Learning Languages: The Journal of the National Network for Early Language Learning, 1996-1997.
PUB DATE- 97
NOTE- 137p.; Published three times a year: Fall, Winter, Spring.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; Basic Skills; Block Scheduling; Book Reviews; Class Activities; Classroom Techniques; *Educational

DESCRIPTORS- Classroom Techniques; *Communication Skills; *English (Second Language); Instructional Materials; *Listening Skills; *Literacy Education; *Pronunciation Instruction; Second Language Instruction; Skill Development
IDENTIFIERS- Total Physical Response

This 71-minute videotape presents a three-part program of classroom teaching techniques for teachers of English-as-a-Second-Language (ESL) literacy students. It shows students interacting with ESL literacy teachers, and focuses on: (1) essential teaching tools (chalkboard, easel, overhead projector, butcher paper, realia, pictures, flash cards, pocket chart, manipulatives); (2) techniques for teaching listening and pronunciation, including Total Physical Response for following classroom instructions, pronunciation techniques (distinction drills, classroom cues, phonics), listening games, language master cards, and dictation; and (3) development of communication skills (questions and answers, dialogues, spontaneous speech, useful phrases, courtesies, and leavetakings) using games, drills, and group work. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 717 FL 801 255

Petherbridge-Hernandez, Patricia; O'Donnell, Kathleen P.
Citizenship Instruction for Older and Challenged Students.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Seattle, WA, March 17-21, 1998). Some pages contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Age Differences; Audiovisual Aids; *Citizenship Education; *Civics; *Classroom Environment; Classroom Techniques; Dictation; *Disabilities; Educational Strategies; High Risk Students; Learning Motivation; Letters (Correspondence); *Older Adults; Performance Contracts; Student Characteristics; Study Habits; Testing; *United States History; World Wide Web

The materials presented here are visual aids used in a presentation on citizenship instruction for older and physically challenged adults. They consist of a series of "screens" containing information on: demographic information on samples of citizenship students in 1995 and 1997, illustrating changes in the population; motivations of and barriers faced by the new population; effects of aging that have implications for the classroom; visual, hearing, and learning challenges for older learners, and classroom solutions for them; challenges from other sources, including poor study skills and literacy problems; the citizenship teacher's challenge; ways to address physical issues in the classroom environment; ways to address motivation and lifestyle challenges; a performance contract for students; a sample letter to the student's family affirming participation in citizenship learning; a sample unit outline; notes on possible classroom learning aids; sample visual aids for a unit on the three branches of the federal government; classroom procedures for dictation, testing, and use of realia; and a brief list of World Wide Web resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 718 FL 801 256

Tse, Lucy

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *College Faculty; College Instruction; College Students; Computer Assisted Instruction; *Courses; *Distance Education; Educational Attitudes; *Educational Quality; *Graduate Study; Higher Education; *Internet; Nontraditional Students; School Holding Power; Surveys; World Wide Web
IDENTIFIERS- Faculty Attitudes

This study examined faculty perceptions of accessibility and quality of graduate programs offered via the Internet. A total of 25 faculty (38 percent return rate) with experience teaching graduate courses via the Internet completed an e-mailed survey. It was found that half of the respondents had less than one year of experience teaching graduate courses using the Internet, and that nearly all also taught college courses in a traditional classroom setting. The largest groups of respondents taught graduate courses in education (32 percent), communications (20 percent), and the liberal arts or humanities (16 percent). Over two-thirds of the respondents reported that they were satisfied with their preparation time and efforts in teaching via the Internet. Respondents indicated that course or program administration was the most important environmental factor when considering course quality and accessibility. A high level of satisfaction was reported by most of the respondents in regard to the quality of the courses taught via the Internet. Data tables show results of the survey. (Contains 10 references.) (MDM)

ED 423 737 HE 031 473

Pearson, Margot
Issues in Funding and Supporting Projects To Improve Quality and Encourage Innovation in Teaching in Departments.
PUB DATE- 98
NOTE- 10p.; Paper presented at the International Consortium for Educational Development (ICED) Conference (Austin, TX, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; Competition; Educational Change; *Educational Improvement; Educational Policy; Educational Quality; Faculty Development; Federal Aid; Foreign Countries; *Grants; *Higher Education; Information Technology; *Instructional Innovation
IDENTIFIERS- *Australian National University

This paper discusses recent efforts to use grants to fund projects to improve quality and encourage innovation in teaching in Australian universities, with a particular focus on the experiences of the Australian National University (ANU) at Canberra. Several projects are described, including a program to improve coordination of first-year units; a project to develop innovative approaches to curriculum, teaching, and learning; a seminar project on issues and practices in teaching, learning, and curriculum development; a quality management in teaching project; a collaborative learning project utilizing "structured conversations" to establish good practice in supervision; and a project to integrate information technology into teaching practice. It is concluded that the projects have helped to make teaching development a more publicly recognized and visible activity at ANU. Issues of

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Developing Nations; Feasibility Studies; Federal Aid; Focus Groups; Foreign Countries; Higher Education; International Educational Exchange; International Organizations; Teacher Employment; *Teacher Exchange Programs; *Teacher Salaries; Teacher Supply and Demand

This study examined the feasibility of a program to provide funds to U.S. faculty to fill the gap between the salary paid by a host university in a developing country and that of the home institution, with the goal of strengthening higher education institutions in developing countries. The project involved study of similar programs, faculty focus groups, and consultations with associations of foreign universities. Individual sections of the report address findings from focus groups, evidence of the need for short-term faculty personnel, data on the potential supply of U.S. faculty, likely benefits of such a program, and the operational experience of organizations placing faculty in foreign institutions. A proposed operational plan for a salary-support program stresses the following elements: flexibility, sustained collaboration, priorities of the host country, communication facilities, the university acceptance process, logistics, direction in the field, the management plan, and financial needs of awardees. The proposal offers a plan with three components grants to individuals, grants to U.S. institutions, and a database of employment opportunities. Proposed program evaluation and cost factors are also detailed. A large appendix provides a variety of supporting documentation, including meeting agendas, results of interviews, and data on similar programs. (DB)

ED 423 757 HE 031 552

Miles, Jennifer M.; Miller, Michael T.
Increasing Student Involvement in Self-Governance Activities: A Delphi Approach.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Delphi Technique; *Governance; Higher Education; Student Attitudes; Student Government; *Student Leadership; *Student Participation; Tables (Data)

This study used a Delphi survey to examine what undergraduate student government leaders think about increasing student involvement in self-governance activities. Twenty-students from geographically diverse institutions of higher education participated in the three rounds of the Delphi study. They generated a total of 56 different strategies and techniques for increasing student participation. They achieved consensus on 15 strategies centered on three general themes: publicity, structure and process, and attitudes. Students believed that undergraduate student involvement could be increased by creating a positive image on campus for student leaders, creating a student government structure that accomplishes its goals, and having administrators respect the decisions of student government units. No significant differences were found between the perceptions of student leaders at research-oriented universities and at liberal arts colleges. Attached tables detail the study's findings. (Contains 16 references.) (DB)

ED 423 758 HE 031 553

ED 423 776 HE 031 623

Bangura, Abdul Karim
Student Centeredness: Conceptualizing and Operationalizing It.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Mid-Atlantic Region Historically Black Colleges and University Faculty Showcase, (Washington, DC, October 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Outcomes Assessment; *College Students; Evaluation Methods; Higher Education; *Institutional Evaluation; Institutional Mission; Institutional Research; Questionnaires; *Self Evaluation (Groups); *Student Centered Curriculum

This paper explores the concept of student-centered instruction at the higher education level and proposes use of the STUCEN scale to evaluate student centeredness as an institution-wide strategy and to link it to performance criteria such as student recruitment, retention, and graduation. The philosophy of student centeredness is discussed in terms of three aspects student orientation, integration of effort, and institutional objectives. The scale is comprised of 20 statements designed to measure the perception of the effectiveness of an academic institution along three dimensions of student centeredness: intelligence generation, intelligence dissemination, and responsiveness. The scale is intended to assist in distinguishing between student centeredness as a culture, as a strategy, and as a tactic. The STUCEN scale is appended. (Contains 10 references.) (DB)

ED 423 777 HE 031 624

de Berly, Geraldine
Sources of Conflict in International Teaching Assistant (ITA) Training Programs.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; *Foreign Students; Graduate Study; Higher Education; Inservice Teacher Education; Professional Development; *Staff Development; *Teaching Assistants

This study examined sources of conflict in international teaching assistant (ITA) training programs for graduate students from abroad using a survey of 10 research and doctoral institutions. The survey sought to characterize some sources of conflict between ITA trainers and their constituencies as perceived by ITA trainers. Responses indicated three common conflict settings: between an ITA and the ITA trainer/administrator; between a faculty mentor/advisor and the ITA; and between a department head and the ITA trainer/administrator. Analysis of survey responses indicated that: (1) most responding institutions had no appeals process for an ITA in a conflict situation; (2) most ITA trainers reported that some ITAs had experienced exploitation by faculty; and (3) 70 percent of respondents had found themselves in the position of being external advocates for ITAs on occasion. A common misunderstanding identified by survey respondents is that

Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This guide provides a basic summary of student financial assistance programs provided by the federal government. First, sources of information about student aid are briefly reviewed. Next, guidelines for choosing a school are offered, such as asking about the school's loan default rate and its completion and transfer-out rates. A general information section covers grants, work-study, and loans available from the federal government. It explains standards for student eligibility, financial need, dependency status, the application process, special circumstances, deadlines, and information available from the Federal Student Aid Information Center. Next, specific types of federal aid are explained. These include federal Pell grants; direct and Federal Family Education Loan (FFEL) and Stafford loans; PLUS (Parent Loans for Undergraduate Students) loans, including direct PLUS loans and FFEL PLUS loans; consolidation loans, including both direct and FFEL consolidation loans; and campus-based programs, including Federal Supplemental Educational Opportunity Grants, Federal Work Study, and Federal Perkins loans. The final section outlines borrower responsibilities and rights. A list of definitions of important terms and phone numbers of state agencies completes the guide. (DB)

ED 423 797 HE 031 645

Schools Subject to Extension of Loss of Eligibility To Participate in the Federal Family Education Loan Program and/or Direct Loan Program Due to FY 1994, FY 1995, and FY 1996 Cohort Default Rates of 25.0% or Greater.
PUB DATE- 98
NOTE- 61p.; For other "Cohort Default Rate" reports, see HE 031 646-647.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Colleges; Community Schools; Compliance (Legal); Eligibility; Federal Aid; Federal Programs; Financial Support; *Loan Default; Loan Repayment; Postsecondary Education; Statistical Data; *Student Loan Programs; Tables (Data); Tribally Controlled Education
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This report lists postsecondary schools with official student loan default rates of 25.0 percent or greater for fiscal years (FY) 1994, 1995, and 1996. The listed schools had previously been excluded from the Federal Family Education Loan Program and/or the Federal Direct Student Loan Program due to their high default rates, and this exclusion may be extended for an additional year due to their FY 1996 official cohort default rate. Schools are listed in state order. Provided for each listing is an identification number, school name and address, program length/type/region/district, year/s for which cohort default rates have been calculated, number of borrowers in default, number of borrowers in repayment, default rate, default rate per program, sanction status, and the date that the school may reapply for inclusion in these programs. It is noted that historically black colleges and universities, tribally controlled community colleges, and Navaho community colleges are exempt from these provisions by federal statute and regulation. (DB)

ED 423 798 HE 031 646

Martens, Rob
The Use and Effects of Embedded Support Devices in Independent Learning.
PUB DATE- 98
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Computer Assisted Instruction; Course Content; *Distance Education; *Educational Research; Foreign Countries; Futures (of Society); Higher Education; *Independent Study; Individualized Instruction; Instructional Design; Instructional Effectiveness; Instructional Materials; Learning Strategies; Models; *Open Education; *Research Methodology; Student Characteristics; Teaching Methods
IDENTIFIERS- *Embedded Support Devices; *Learning Environments; Netherlands; Open University (Netherlands)

This book examines embedded support in course material. The focus is on self-study and associated concepts such as independent learning, distance education, and open education, and the general context is adult and higher education. The seven chapters cover: (1) general introductory material, including a description of the future, distance education and open learning, conventional education, the "Big Bang" in distance education, and challenges of distance education; (2) embedded support, including embedded support devices (ESDs), a theoretical model, and the impact of individual characteristics; (3) research methods, including methods for research in relation to ESDs, opting for a research approach, and a preview of experimental research on ESDs; (4) ESDs in printed learning environments, including research with interviews, research with questionnaires, effect research with different course versions, and eye movement registration; (5) ESDs in electronic learning environments, including research design and results of a collaborative study between the Open University of the Netherlands and the University of Gent (Belgium); (6) assessment and feedback of ESDs, including research design and results of a study of independent learning at the Open University of the Netherlands; and (7) conclusions, discussion, and implications of research findings. Summaries in English and Dutch are included. (Contains 424 references.) (AEF)

ED 423 818 IR 018 952

Burton, Larry D.
Embracing the World: Linking K-16 Students through Technology.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Programs; *Elementary Secondary Education; *Higher Education; Instructional Innovation; Instructional Materials; Learning Activities; Program Development; Program Implementation
IDENTIFIERS- *Andrews University MI

This document includes materials that accompanied a presentation focused on sharing with educators the "Intel-ebration" program. The Intel-ebration program is designed to connect K-16 students in a collaborative educational adventure. Each year the developer of the program collaborates with an academic department at Andrews University (Michigan) in an effort to present position of small and medium enterprises in the partner countries and the role they are playing in the transition to the market economy. It also notes the problems experiences by SMEs in this transition process and the problems of those seeking to foster SME development. Section III sets out the key areas where training and education activities may influence SME development. This provides a basic framework for "areas of action" against which problems, opportunities, and present activities can be evaluated. Section IV reviews the present needs and demands for SME development in the training and education field. This demonstrates the present base upon which further action can be built. Section V reviews the adequacy of present supply offer of training and education. Section VI sets out some key areas for "potential action." Section VII makes three recommendations to the European Training Foundation: develop modular programs of self-employment, create programs to develop core entrepreneurial personal skills, and develop and set standards for trainers and educators. (YLB)

ED 423 366 CE 075 515

Maglen, Leo; Smith, Chris Selby
Pricing Options in N.S.W. TAFE. Working Paper No. 1.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 95
NOTE- 40p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Impact; *Educational Finance; Educational Policy; *Federal Aid; Financial Support; Foreign Countries; *Government School Relationship; Postsecondary Education; *Program Costs; *Public Policy; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia (New South Wales); *TAFE (Australia)

There are five major groups of stakeholders in vocational education and training (VET) in Australia: national and state governments; the technical and further education (TAFE) sector; private VET providers; employers; and students and trainees. The questions of who should provide and who should pay for VET in New South Wales (NSW) were explored through an analysis that began with examination of the following considerations: distinctions between general and specific training; considerations of efficiency and equity in determining the role that governments should play in the provision and funding of VET; and options arising from a consideration of public utility pricing policy. Next, the following aspects of the present situation in NSW were examined: input and output controls considered appropriate by the NSW government for state organizations classified according to their financial and market status; the broad organization and funding of TAFE in NSW; factors determining whether training programs are to be subsidized or charged out at full cost; and two recent reports on pricing issues. Broad funding options open to governments were reviewed. Finally, the following specific options for funding TAFE in NSW were considered: maintaining the status quo; instituting commercial fee exemptions; and establishing cost-reflective pricing. (MN)

ED 423 367 CE 075 516

Maglen, Leo
The Role of Education and Training in the Economy. Working Paper No. 2.

Development) Project" (Erhun); "Shaping Curricula in VE" (Fenmen, Ferendeci); "Collaboration of Industrial and Educational Institutions" (Unal, Boynukisa); and "Quality Matters in International VET" (Caglar). (YLB)

ED 423 384 CE 077 127

Ma, Patricia; Proscio, Tony
Working Close to Home. WIRE-Net's Hire Locally Program. Workforce Development Report to the Field. Field Report Series.
SPONS. AGENCY- Cleveland Foundation, OH.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; Cooperative Planning; Education Work Relationship; *Employment Programs; Job Development; Job Placement; Job Training; *Labor Force Development; *Manufacturing Industry; Nonprofit Organizations; Partnerships in Education; Program Development; Program Effectiveness; Secondary Education; Urban Areas; Urban Education; *Vocational Education
IDENTIFIERS- *Ohio (Cleveland)

In 1986, three neighborhood development organizations in Cleveland, Ohio, created the Westside Industrial Retention Network (WIRE-Net) to retain manufacturing jobs on the city's West Side. In 1989, WIRE-Net launched its Hire Locally program, which was designed to provide local business with candidates judged to be effective workers and help low-income people obtain entry-level operator and laborer jobs in the manufacturing sector. Hire Locally offers the following services to all interested local residents: a 2- or 4-hour orientation workshop covering employability skills, job search techniques, and job retention skills; individual assessment interviews and support services; job matching and referrals; and a 160-hour Basic Skills in Manufacturing course designed by WIRE-Net member companies and Hire Locally staff. Roughly two-thirds of applicants complete the workshops. To date, 39 people have completed the training program. Hire Locally has managed to place a diverse cross-section of residents in manufacturing jobs. Although Hire Locally's success rate in placing applicants in jobs has been estimated at 35%, its actual "success" rate is closer to 76% when participants' self-placements into jobs are counted. WIRE-Net is beginning to work with area high schools and colleges to develop the more advanced training. (MN)

ED 423 385 CE 077 128

Workers' Education, Civil Society and International Development.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Agency Role; *Citizenship Education; Foreign Countries; Global Approach; *Government School Relationship; International Organizations; *International Programs; *Labor Education; National Organizations; Position Papers; Role of Education; *Unions; Voluntary Agencies
IDENTIFIERS- Nongovernmental Organizations; *United Kingdom;

cover content, performance, and proficiency areas. The first part of the guide is an introduction that defines the academic standards, explains how and why they were developed, and suggests ways teachers can use the standards, relate them to all students, and apply them across the curriculum. It is followed by an overview of technology education and the standards for the following topics: nature of technology, systems, human ingenuity, and the impact of technology. Standards for each topic are organized into the skills and knowledge students should be able to demonstrate by the end of grades 4, 8, and 12. A glossary defines 10 terms. (KC)

ED 423 403 CE 077 160

Metzler, Birgit
An Active Old Age--Senior Citizens in Germany.
PUB DATE- 98
NOTE- 14p.; Translated by Andrew Sims.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); Foreign Countries; Futures (of Society); Leisure Time; *Lifelong Learning; *Older Adults; Retirement
IDENTIFIERS- *Germany

Life expectancies are rising all over the world, leading to higher proportions of older adults in the population. This is especially true in Japan and Germany. In Germany today, "old" no longer means necessarily "poor and frail." Through volunteer work, lifelong learning, study tours, and participation in sports, older Germans are changing the autumn of their lives into a long "summer." This phenomenon has come about because the senior citizens of today have more money and education and better health than seniors of earlier generations. Good government policy encourages seniors to lead active lives, because such lifestyles promote good health and relieve the tax burden of supporting frail old age. It is doubtful whether the next generation will have as much money and leisure time, with wider unemployment and fewer pensions, but they will be well educated and therefore should also be able to prolong the "summer" of their lives. (KC)

ED 423 404 CE 077 161

Bell, Lloyd C.
A Longitudinal Measure of the Perceptual Impact of a Cultural Diversity Teaching Practicum on the Interpersonal Competency of Student Teachers.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Consumer Science; Cultural Differences; *Home Economics; *Interpersonal Competence; Longitudinal Studies; *Multicultural Education; *Practicums; Preservice Teacher Education; *Student Teachers; Student Teaching; Trend Analysis

A study evaluated the longitudinal effect of a planned in-school practicum experience addressing cultural diversity on the self-perception of student teachers regarding their interpersonal to-reach populations. (Contains 141 references) (SK)

ED 423 422 CE 077 204

Taylor, Edward W.
The Theory and Practice of Transformative Learning: A Critical Review. Information Series No. 374.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; *Educational Theories; Experiential Learning; Individual Development; *Social Cognition; *World Views
IDENTIFIERS- Mezirow (Jack); *Transformation Theory (Adult Learning); *Transformative Learning

The theory of transformative learning, the process of making meaning of one's experience, emerged from the work of Jack Mezirow and has been explored through numerous research studies and critiques over the last 20 years. The purpose of this monographic is to provide greater insight into the transformative learning theory. The paper begins with an overview of transformative learning theory, including Mezirow's notion of rational transformation, Robert Boyd's concept of individuation, and Paulo Freire's view of social transformation. The literature review explores seven unresolved issues: individual change versus social action, decontextualized view of learning, universal model of adult learning, adult development--shift or progression, rationality, other ways of knowing, and the model of perspective transformation. Reflective notes in each section illustrate the application of theory to the practice of fostering transformative learning. The review identifies gaps and areas of controversy in Mezirow's work as well as research findings that attempt to broaden the theory. The third section outlines the essential conditions and techniques for fostering transformative learning and roles and responsibilities of educators and learners. One appendix organizes sources in the literature relevant to specific teaching-learning techniques; a second appendix outlines the purposes and salient results of 46 research studies. The paper contains 104 references. (SK)

ED 423 423 CE 077 205

Mitchell, Stephen M.; Jimenez, Manuel
Business-Led Coalitions: Aligning Supply and Demand in Workforce Development. Workforce Brief #9.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 8p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; *Economic Development; Job Training; *Labor

"Computer Conferencing and the Continuing Professional Development of Teachers in the Post-16 Sector" (Tony Lewis, Maude Gould, Malcolm Ryan); "Towards World Wide Web Courseware for the Humanities: The Problems of Text on Screen" (Sarah Porter, Peter Childs); "Building Learning Webs" (Martin Buck); "Three Ws in Transition: Two Universities Working Together" (Betty Walsh); "Skills in Creating Networked Information Resources for Teaching and Learning" (Geoff Rhen); "Text, Theory, Event: Interactive CD-ROM Technology for the Humanities" (Lisa McRory); "IT Training by Satellite" (Adrian Vranch); "Rural Telematics for Economic Development" (Aideen McGinley, Kate O'Dubhchair); "Rural Broadnet in Shropshire" (Sue Challis); "Using Telematics To Take the 'Distance' Out of Distance Education" (Brian Gilding, Paul Helm, Rob McClements); Checklist 1: Good Practice; Checklist 2: Pitfalls; Checklist 3: Opportunities and Benefits; "Telematics and Adult Learning" (Stephen McNair); and "Telematics for Education: The Policies and Programmes of the European Union" (John Field). (MN)

ED 423 440 CE 077 255

Stuart, Mary, Ed.; Thomson, Alistair, Ed.
Engaging with Difference. The "Other" in Adult Education.
PUB DATE- 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; Aging (Individuals); Community Education; Computer Assisted Instruction; Computer Uses in Education; Continuing Education; Cooperative Learning; Creative Writing; Distance Education; Educational Needs; Educational Strategies; Educational Technology; Educationally Disadvantaged; Empowerment; English (Second Language); Ethnic Groups; Foreign Countries; Group Dynamics; Home Instruction; Homebound; Information Technology; Learning Disabilities; Limited English Speaking; Literacy Education; Minority Groups; *Nontraditional Students; Older Adults; Open Education; Parents; Performance Contracts; Prior Learning; Refugees; Self Concept; *Special *Great Britain
IDENTIFIERS- *Great Britain

This book, which is written for adult educators working in further and community education and university continuation in Great Britain, contains 12 papers about engaging with those students who have traditionally been excluded from the full range of educational learning opportunities: women, adults with learning difficulties, members of ethnic minorities, older adults, and people without conventional educational qualifications. The following papers are included: "Engaging with Difference: Education and 'Other' Adults" (Mary Stuart, Alistair Thomson); "'Come Back when You've Learnt Some English': Refugees, Interpreters and Teaching English for Speakers of Other Languages" (Anne Bellis, Sahar Awar); "'I Bet It Was Written by a Mother': Working with Parents" (Pam Coare); "Who Is the Tutor? Housebound Learning Programmes" (Kim Clancy, Mary Stuart); "Mothers and Sisters: Power and Empowerment in Women's Studies " (Gerry Holloway, Mary Stuart); "Murder Your Darlings: Women's Writings, Many Voices" (Jennie Fontana, Jill Masouri); "Our Right to Know: Women with Learning Difficulties and Sexuality Courses" (Kathy Smith, Mary Stuart); "Information Technology and Enablement: Microsoft Windows and Adults with Learning Difficulties" (David Longman, Mary Stuart); "'She's Doing Too Much Music: Professional Perceptions of a Learner's

DESCRIPTORS- *Decision Making Skills; Elementary Education;
  *Interpersonal Competence; Self Esteem; Social Development
IDENTIFIERS- *Respectful Disagreement

Saying no to friends, classmates, and adults is often difficult for young children. In school, children may find themselves in uncomfortable situations that involve choosing between what they perceive as right and going along with others whom they trust. This multimedia workshop kit (16 minute VHS video plus guidebook) helps children understand that they do not automatically have to do everything that is asked of them if they do not feel that it is right. Realistic scenarios present examples of situations in which it's all right for a child to say no to friends and even to an adult. Simple techniques for saying no, suggestions for making up for a poor decision, changing a yes answer to no, and skills for respectful disagreement are presented. Guidebook includes: (1) Introduction; (2) Bibliography; (3) Script; and (4) Handouts. The introduction covers: (1) "Learning Objectives"; (2) "Using the Program"; (3) "Summary of the Program"; (4) "Discussion Questions"; and (5) "Follow Up Activities." Sections of the program may be used over several classroom sessions to provide time for activities and discussion. Workshop sections are (1) "You Can Say No"; (2) "Just Walk Away"; (3) "You Can Do What's Best for You"; (4) "You Can Change Your Mind." Includes 16 activity sheets and English/Spanish Send-Home pages. (EMK)

ED 423 460   CG 028 672

Austin, Gregory; Skager, Rodney
Statewide Survey of Drug and Alcohol Use among California
  Students in Grades 7, 9, and 11. Winter 1995-96. Sixth Biennial.
SPONS. AGENCY- California State Office of the Attorney General,
  Sacramento.; California State Dept. of Education, Los Angeles.;
  California State Dept. of Alcohol and Drug Programs,
  Sacramento.; California State Dept. of Health, Sacramento.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Reports - Research/Technical (143)
DESCRIPTORS- *Drinking; *Drug Use; Illegal Drug Use; Parent
  Responsibility; Prevention; Secondary Education; Secondary
  School Students; *Smoking; State Norms; State Surveys;
  *Substance Abuse; Tobacco
IDENTIFIERS- *California; *Consent

The California Student Substance Use Survey marks a milestone in the state's efforts to monitor, understand, and prevent adolescent substance use and abuse. Chapter 1 presents the methodology. This survey follows a shift in California policy to a written parental consent requirement. Sample characteristics, consent procedures, and methods of data analysis are presented and discussed. Alcohol, still the most heavily used drug among teens, is presented and discussed in Chapter 2. Chapter 3 provides data on "Illicit Drug Use." Data on prevalence, heavy use, cessation attempts, first drug use, problems, perceived harm, and perceived availability to teens are discussed in both chapters. Chapter 4, "Level of Involvement," covers the range of use. Chapter 5 provides information on prevention and intervention efforts. Chapter 6 discusses tobacco use and prevention. Chapter 7 provides conclusions and implications for prevention and intervention processes. Materials may be reproduced for school board use. (Contains 24 references.) (EMK)

ED 423 480 CG 028 702

Gehring, Donald D., Ed.
Responding to the New Affirmative Action Climate.
PUB DATE- 98
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Affirmative Action; Case Studies; College Students; Court Litigation; Educational Trends; Futures (Of Society); *Higher Education; Inclusive Schools; *Student Personnel Workers
IDENTIFIERS- Hopwood v Texas

Although the term "affirmative action" may stir debate throughout the nation, almost everyone in higher education would agree that a socially, economically, ethically, spiritually, culturally, and otherwise diverse student body can have a significant impact on the free marketplace of ideas that is higher education. The problem faced is how to achieve that educational goal while complying with confusing and conflicting laws and judicial pronouncements. This volume provides a variety of perspectives on ways to create a diverse campus community in which students are prepared to think, learn, and grow in a changing world. The very survival of society depends on creating this environment. Chapters include (1) "A Brief History of the Commitment to Inclusion as a Facet of Equal Educational Opportunity" (Robert D. Bichel); (2) "Student Affirmative Action and the Courts" (Alan T. Kolling); (3) "What's Wrong with Race-Based Affirmative Action" (Gary Pavela); (4) "Benefits of Affirmative Action in Student Affairs" (Carol Logan Patitu and Melvin C. Terrell); (5) "A Case Study: The Effects of the Hopwood Decision on Student Affairs" (Felicia J. Scott and William L. Kibler); (6) "Recommendations for the Future" (Bettina C. Shuford). (Author/MKA)

ED 423 481 CG 028 703

Pagels, Carrie F.
Transitioning High School Students with Learning Disabilities to the College Environment: Avoiding Common Pitfalls.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; Federal Legislation; *High School Seniors; High Schools; *Higher Education; *Learning Disabilities; Parents; School Policy; School Psychologists; State Legislation; *Success
IDENTIFIERS- Americans with Disabilities Act 1990; Education for All Handicapped Children Act; Reasonable Accommodation (Disabilities)

College personnel from a Special Services Program explain how parents, students, and school psychologists can best prepare

What You Need To Know about Effective Discipline"; (5) "Changing Your Approach to Discipline"; (6) "Rewards and Punishments"; (7) "Anger and Resentment"; (8) "Using Therapeutic Techniques"; and (9) "What We Need To Do Next." Discussion of philosophical assumptions underlying disciplinary issues is related to practical actions in each section. How to distinguish between assertiveness and aggression is explained; and instructions and diagrams are presented for dealing with aggressive behaviors. A selected list of resources and further reading is appended. (EMK)

ED 423 501 CG 028 748

Ryan, Kevin; Bohlin, Karen E.
Building Character in Schools: Practical Ways To Bring Moral Instruction to Life.
PUB DATE- 99
NOTE- 280p.; Foreword by Sanford N. McDonnell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; Elementary Education; *Ethical Instruction; Moral Development; Moral Values; Parenting Skills; *Personality; *Student Development; Teacher Role; Values
IDENTIFIERS- Character Development; *Character Education

Character education is the hinge upon which academic excellence, personal achievement, and true citizenship depend. This volume provides guidance for educators who wish to help children forge good character. Its seven chapters create a blueprint for integrating character education into the curriculum. Chapters include (1) "Character Education: What Is It and Why Is It Important?"; (2) "Views, Values, or Virtues?"; (3) "Building a Community of Virtue"; (4) "Cultivating Character through the Curriculum"; (5) "Engaging Parents in Character Education"; (6) "The Teacher's Work: Nurturing Character"; and (7) "Helping Students Take Command." Three groups of appendixes provide resources. Part 1, "Good Ideas," includes: "The Character Education Manifesto" (K. Ryan, K. E. Bohlin, J. Thayer); "A Seven-Point Program" (S. S. Tigner); "An Overview of the Virtues" (J. B. Stenson); "The Montclair Kimberly Academy Declaration" (P. Greer); "The Boston University Educators Affirmation" (S. S. Tigner); and "Character Quotes." Part 2, "Action Strategies" includes: "One Hundred Ways To Bring Character Education to Life"; "Pitfalls To Avoid in Character Education"; and "Ten Commandments for Parents." Part 3, "Curriculum," includes: "Exemplary Moral Education Curricula"; "Sample Mini-Unit: 'Jonah and the Whale'"; "Sample Mini-Unit: 'Sadako and the Thousand Paper Cranes'"; and "Sample Mini-Unit: 'The Little Prince.'" (EMK)

ED 423 502 CG 028 749

Heaton, Jeanne Albronda
Building Basic Therapeutic Skills: A Practical Guide for Current Mental Health Practice.
PUB DATE- 98
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

adult novel "Walker of Time" to develop language-based, program-integrated units in arts, geography, health, history, social studies, and music. It gives basic ideas in each of these subjects so that teachers can use them as springboards to develop their own units. The guide contains an in-depth literature section with material on vocabulary, characterization, plot analysis, writing exercise, comprehension, and fun activities for each chapter. Each unit in the guide includes comprehension questions that can be copied and handed out to the class. The guide's ideas can be adapted, added to, or changed to meet the needs of fourth-grade through twelfth-grade students. An extensive resource list of books, magazines, and videos is included--most items are readily available in libraries and bookstores. (NKA)

ED 423 521 CS 216 462

Novelli, Joan
Using Caldecotts across the Curriculum: Reading and Writing Mini-Lessons, Math and Science Spin-Offs, Unique Art Activities, and More.
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Classroom Techniques; Creative Activities; *Fiction; *Language Arts; Learning Activities; Learning Strategies; Primary Education; Reading Instruction; Vocabulary Development; *Writing Across the Curriculum
IDENTIFIERS- *Caldecott Award; Minilessons; *Reading Across the Curriculum; Response to Literature

Intended for teachers of grades K-2, this book aims to inspire students with the award-winning art and stories found in Caldecott books. The book uses Caldecott winners as springboards to provide lively, literature-based learning experiences--from projects that encourage children's own artistic expression to fun and creative activities that explore story structure, build vocabulary, and integrate math, science, and social studies into the reading experience. Each of the book's mini-units features a Caldecott book quote on the opening page; shares information about authors and illustrators; and gives an art lesson, language art links, story extensions, and reproducible student activity pages. The book offers sections on 19 Caldecott winners, including: "Make Way for Ducklings," "The Snowy Day," "A Tree Is Nice," "Saint George and the Dragon," "Owl Moon," "Why Mosquitoes Buzz in People's Ears," and "Mirette on the High Wire." (CR)

ED 423 522 CS 216 463

Fiderer, Adele
35 Rubrics and Checklists To Assess Reading and Writing: Time-Saving Reproducible Forms for Meaningful Literacy Assessment.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Early Reading; Learning

English Speaker" (Arnetha F. Ball); (12) "Latino ESL Students and the Development of Writing Abilities" (Guadalupe Valdes and Patricia Anloff Sanders); (13) "Texts in Contexts: Understanding Chinese Students' English Compositions" (Guanjun Cai); (14) "Reflective Reading: Developing Thoughtful Ways To Respond to Students' Writing" (Chris M. Anson); (15) "Creating a Climate for Portfolios" (Sandra Murphy and Mary Ann Smith); (16) "Integrating Reading and Writing in Large-Scale Assessment" (Fran Claggett); and (17) "Let Them Experiment: Accommodating Diverse Discourse Practices in Large-Scale Writing Assessment" (Roxanne Mountford). (NKA)

ED 423 541 CS 216 506

Wolcott, Willa; Legg, Sue M.
An Overview of Writing Assessment: Theory, Research, and Practice.
PUB DATE- 98
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; *Evaluation Criteria; Higher Education; Instructional Effectiveness; Secondary Education; *Student Evaluation; *Theory Practice Relationship; Writing Assignments; *Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Research
IDENTIFIERS- *Large Scale Writing Assessment; Writing Contexts

Intended for both beginning and experienced teachers at the secondary and college levels as well as teacher educators and assessment teams, this book reviews strengths and weaknesses of the major types of writing assessment, both for large-scale evaluations and for the individual classroom. The book includes: practical examples, applications, and Tips for Teachers sections that suggest ways to integrate assignments organically with pedagogical goals and assessment methods that are viable and--most important--useful to students. Also provided is accessible treatment of complex issues in large-scale and individual writing assessment, e.g., cultural diversity; reliability and validity; writing in content-area courses; implications of having computers conduct assessments; and how teachers can work to make large-scale evaluations as responsive as possible to best practice in the classroom. (NKA)

ED 423 542 CS 216 507

Mahiri, Jabari
Shooting for Excellence: African American and Youth Culture in New Century Schools.
PUB DATE- 98
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Culture; *Black Students; Classroom Communication; Classroom Environment; Classroom Research; Comparative Analysis; *Cultural Context; English Instruction; Ethnography; *Futures (of Society); High Schools; Inner City; Multicultural Education; *Popular Culture; Urban Education
IDENTIFIERS- *African Americans

Two African American teachers teach English in the same inner-city high school. One teacher is successful--her students read,

Selection
IDENTIFIERS- *Political Advertising

The Advertising section of the Proceedings contains the following 18 papers: "The Birth of Adwatches: Political Advertising Becomes Front-Page News" (Jennifer Greer); "A Cross-Cultural Comparison of the Effects of Source Credibility on Attitudes and Behavioral Intentions" (Kak Yoon, Choong Hyun Kim, and Min-Sun Kim); "Perceptions of Japanese Advertising: A Q-Methodological Study of Advertising Practitioners in Japan" (Fritz Cropp); "Codes of Conduct: Public Images and Silent Voices" (Jean Grow vonDorn); "Using Sentence Importance Ratings for Investigating Effectiveness of Advertising Copy Blocks: A Preliminary Test" (Robert Meeds); "Adver-Thai-sing Standardization: Can a U.S. Study of Sex Role Portrayals Transcend Cultural Boundaries?" (Chompunuch Punyapiroje, Mariea Grubbs Hoy, and Margaret Morrison); "Preparing Students for Real-World Ethical Dilemmas: A Stakeholder Approach" (Anne Cunningham and Eric Haley); "Holistic Curriculum Assessment Case Study: Using Educators and Professionals to Evaluate Employment Qualifications of Recent Graduates" (Dennis James Ganahl); "Identifying Critical Teamwork Tools: One Way To Strike a Balance between Team Training and Course Content" (Brett Robbs and Larry Weisberg); "Assessing Advertising Effectiveness: A Comparison of Two Real-Time Measures of Ad Liking" (Fuyuan Shen); "Integrating Hypermedia Instruction into an Advertising Communications Graphics Classroom" (Stacy James); "Information Processing of Web Advertising: Modified Elaboration Likelihood Model" (Chang-Hoan Cho); "A New Taxonomy with Cultural Reflection for Comparative Advertising Styles" (Kazumi Hasegawa); "Cognitive Dissonance Theory and Advertising: It's Time for a New Look" (Don Umphrey); "Political Advertising and Candidate Appraisal: How Political Advertisements Prime Voters to Evaluate Candidates and Influence Vote Choice" (Qimei Chen, Christina L. Fiebich, and Jennifer L. Williams); "Differential Effects of Self-Assessed Consumer Knowledge and Objective Consumer Knowledge on Responses to Print Ads for Technical Products" (Robert Meeds); "The American Way to Menstruate: Feminine Hygiene Advertising and Adolescent Girls" (Debra Merskin); and "Advertising Educators' Textbook Adoption Practices" (Louisa Ha). (RS)

ED 423 562 CS 509 906

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Communication Tech and Policy.
PUB DATE- 98
NOTE- 418p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Mediated Communication; Court Litigation; Government Role; Higher Education; Hypermedia; *Journalism Education; News Reporting; *Newspapers; Online Systems; Photojournalism; Policy Analysis; Recall (Psychology); Sex Differences; Student Attitudes; Television; *World Wide Web
IDENTIFIERS- Community Newspapers; Media Coverage

The Communication Tech and Policy section of the Proceedings contains the following 14 papers: "Interactivity Reexamined: An Analysis of Business Web Sites" (Louisa Ha and E. Lincoln James); "Newspaper Size as a Factor in Use of Computer-Assisted

Baltimore, Maryland, August 5-8, 1998). Commission on the Status of Women.
PUB DATE- 98
NOTE- 372p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Blacks; Comparative Analysis; *Females; *Feminism; Foreign Countries; *Health; Higher Education; Intercultural Communication; Intermediate Grades; *Journalism; Media Research; News Media; Periodicals; *Sex Role
IDENTIFIERS- African Americans; *Family Values; Gender Issues; Japan; Norway; Supreme Court; Television News

The Commission on the Status of Women section of the Proceedings contains the following 12 papers: "Framing Women's Health with a Sense-making Approach: Magazine Coverage of Breast Cancer and Implants" (Julie L. Andsager and Angela Powers); "Gender Roles in 'Rumplestiltskin': The Effect of Fantasy Portrayals on Real-Life Attitudes" (Katja R. Pinkston); "Beyond Tokenism: Multicultural Communications Theory and Practice" (B. Carol Eaton); "Sexual Saints and Suffering Sinners: The Uneasy Feminism of The Masses, 1911-1917" (Carolyn Kitch); "Mary, Patricia, Maxine, and Cynthia: Tracing the Stories behind the First Rape Victim Identification Debates, from Columbia S.C. 1909 to the U.S. Supreme Court 1975" (Kim E. Karloff); "Women Correspondent Visibility 1983-1997" (Joe S. Foote); "Listen Up: A Comparison of Male and Female Opinion on the Issue of Family Values" (Myra Gregory Knight); "News of 'Kiddie Killings': Feminist Theories of News Coverage and Violence" (Mia Consalvo); "Media Coverage of Women's Sports: Perspectives of Female Journalists and Athletes in the United States and Norway" (Bente Bjornsen); "Suffocating Jezebel, Sapphire and Mammy: Persistent Cross-Media Stereotypes of African-American Women in Waiting to Exhale'" (E-K. Daufin); "Gender, Beauty, and Western Influence: Negotiated Femininity in Japanese Women's Magazines" (Fabienne Darling-Wolf); and "Gender Differences in the Perceptions of Television News Anchors' Career Barriers" (Erika Engstrom and Anthony J. Ferri). (PA)

ED 423 578 CS 509 922

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Miscellaneous.
PUB DATE- 98
NOTE- 458p.; For other sections of these Proceedings, see CS 509 905-921.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Advertising; Biotechnology; Case Studies; Comparative Analysis; Computer Literacy; Computer Mediated Communication; *Disabilities; *Ethics; Higher Education; Internship Programs; Organizational Communication; Service Learning; *Television; Textbooks; Writing Research
IDENTIFIERS- Heart Transplants; *Media Coverage; Religious Movements

The Miscellaneous section of the Proceedings contains the following 15 papers: "Computer Literacy in the Newsroom: A Model for Learning" (Bruce Garrison); "Newspaper Source Use on the Environmental Beat: A Comparative Case Study" (Stephen Lacy change in teachers and school organizations. This criticism is answered by claiming that inspectors offer schools a framework that is valid and reliable and against which schools can evaluate themselves. (RJM)

ED 423 597 EA 029 362

Benestante, Judi J.
Protecting the Rights Guaranteed by the First Amendment Religious Liberty Clauses in Public Schools: The Role of the Superintendent.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Civil Liberties; *Educational Administration; Elementary Secondary Education; Leadership Responsibility; *Public Schools; *Religious Conflict; Religious Factors; Student Rights; *Superintendents
IDENTIFIERS- First Amendment

This paper analyzes the superintendent's role in protecting the religious liberty of students in today's public schools. The dilemma for superintendents is to find a way to step back, objectively and evaluate the activism in the community, and then move to a bonding leadership style when working with diverse religious issues. The paper opens with an overview of religion in schools, charting its influence from early America to today's public schools. The study's methodology consisted of structured interviews of three expert informants and structured interviews over a 6-month period with six superintendents who had experienced conflict in the public schools over religion-in-the schools issues and who had survived these conflicts. The findings indicate that the ability to find common ground in problematic environments is built on a certain knowledge base and a certain set of skills. Superintendents had to be committed to finding common ground, and this commitment had to include a desire to seek awareness, continuing education, knowledge, and skills. (RJM)

ED 423 598 EA 029 364

Raising the Bar in the Middle Grades: Readiness for Success.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Adolescents; Educational Change; Educational Innovation; High Schools; Intermediate Grades; Junior High Schools; *Mastery Learning; *Middle Schools; Student Development
IDENTIFIERS- *Middle School Students

An analysis of the difficulties encountered during the middle-school years in America and what can be done to elevate the level of middle schoolers' academic achievement is provided. The report illustrates what students should be expected to know

Kolvitz, Marcia, Ed.

Challenge of Change: Beyond the Horizon. Proceedings of the Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, Knoxville, Tennessee, April 17-20, 1996).

PUB DATE- 96

NOTE- 340p.; For individual conference sections, see EC 305 948-955.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - General (020),Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Development; Civil Rights Legislation; College Environment; *College Students; Computer Managed Instruction; Computer Software; Coping; *Deafness; *Educational Change; Educational Strategies; Elementary Secondary Education; Evaluation Methods; Gifted; Higher Education; Interpreters; Job Placement; Literacy; Nontraditional Students; Partial Hearing; Staff Development; Student College Relationship; Student Evaluation; *Student Personnel Services; Substance Abuse; Transitional Programs

This collection of conference papers centers on eight major subjects: (1) different perspectives of change; (2) transitioning from high school to college; (3) academic issues; (4) enhancing support services; (5) student life issues; (6) nontraditional and underserved students; (7) career planning and placement strategies; and (8) staff development and administrative issues. Papers include: "The Impact of the Current Political Climate upon Legislation for Persons with Disabilities" (Robert Stodden); "The Challenge of Change: Bringing the Federal Perspective to the Local Level" (Bobbie Beth Scoggins and others); "Understanding Each Other" (Steve Laren); "The Impact of Change on Student Services" (Jane Jarrow); "Transitioning Collaboration with Schools and Vocational Rehabilitation" (Wayne Giese and Catherine Wilson); "Transition Planning: A High School-Postsecondary Connection" (Theresa Smythe and others); "Your Parents Are Not with You Anymore" (Charlotte O. Kirby and Tris Ottolino); "Perspective on Liberal Arts Learning: First Year Seminar" (Catherine Andersen and others); "Exploring Assessment Alternatives for Deaf Students" (Karen Clack); "Classroom Assessment of Writing: Purpose, Issues, and Strategies" (John Albertini); "Teaching ESL to ASL Users" (Anna Vammen and others); "ESL Tutor: Educational Software for Improving English Skills of Students Who Are Deaf" (Dave Zenk); "Computer Mediated Literacy Development in Deaf and Second Language Populations" (Beth O. Carlson); "Supporting Science Teachers through a National Network: The Access to English and Science Outreach Project (AESOP)" ((John Albertini and Harry Lang); "Realtime Captioning: Access Equals Success" (Sandy Eisenburg and Harlene Rosen); "What Is a Qualified Interpreter and How Do I Get One?" (Debra Brenner and Bruce Finkbone); "Computer Speech Recognition as an Assistive Device for Deaf and Hard of Hearing People" (Joseph Robinson and Carl Jensema); "A Customized Residence Hall Experience for Students Who Are Deaf or Hard of Hearing (Nancy Kasinski and others); "Alcohol and Other Drug Use among Post-Secondary Deaf and Hard of Hearing Students" (Kathy Sandburg); "Helping Minority Individuals Navigate through Successful School and Work Transitions" (Glenn B. Anderson and Susan K. McGee); "Services for Students Who Are Hard of Hearing" (Pamela J. Belknap); "Academically Gifted Deaf Students Attending Regular Four-Year Colleges and Universities" (Robert S. Menchel); "Successful Job Development and Placement

publication on the history of the Americans with Disabilities Act; (6) the development of recommendations on changes to the Rehabilitation Act of 1973; (7) launching of an initiative to monitor several civil rights statues to evaluate their implementation and enforcement; and (8) the publication of important position papers on physician-assisted suicide, and welfare reform and legal immigration. Appendices include a list of NCD publications and a mission statement. (CR)

ED 423 636 EC 306 708

Babbitt, Beatrice C.
University Curriculum Project--Professors Reflect on Impact.
PUB DATE- 98
NOTE- 5p.; Paper presented at the California State University Northridge Conference on Technology and Persons with Disabilities (13th, Los Angeles, CA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *College Faculty; *College Instruction; College Students; *Course Content; *Curriculum Development; *Disabilities; Higher Education; Surveys; Training Methods
IDENTIFIERS- *University of Nevada Las Vegas

This paper describes the reflections of the university professors in eight colleges at the University of Nevada, Las Vegas, who were pioneers in integrating assistive technology and related content into their courses and who continue to provide leadership in curricular change. Professors from the colleges of fine and performing arts, business, hotel management, education, architecture, engineering, health sciences, and communication participated in the survey. Topics addressed by the professors include choice of content which best fits with various fields of study, the response of students, the benefits identified, the challenges faced in including the content in their courses, the changes seen in appropriate content over time, the inclusion or omission of the content in their professional literature, and the vision for this content in the future. Results of the survey indicate that each of the professors involved in the Assistive Technology Curriculum Change Project experienced it in a slightly different manner. All of the professors, however, readily acknowledge the change in their own thinking about the world into which they are sending their students and the needs and demands of the public their graduates will serve. (CR)

ED 423 637 EC 306 709

Norris, Marcia; Vasquez, Laurie
Creating Structured Collaboration in Implementing Assistive Technologies in a Community College Setting: Library Access, A Case Study.
PUB DATE- 98
NOTE- 5p.; Paper presented at the California State Univesity Northridge Conference on Technology and Persons with Disabilities (13th, Los Angeles, CA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..."

for learning as they relate to full access to the general education curriculum for students with disabilities. It begins by discussing curriculum access and student engagement according to the federal mandates, which require students with disabilities to be given the opportunity to participate in the general education curriculum. Universal design for learning is described as providing flexible curricula materials and activities that offer alternatives for students with disparities in abilities and backgrounds. Charts illustrate how universal design for products and environments differs from universal design for learning, with its three essential curriculum qualities (representation, expression, and engagement). The publication closes with suggested first steps in implementing universal design for learning. An appendix provides a framework that summarizes the salient principles of universal design in a practical context to help teachers and other interested individuals consider how the tools employed in the classroom can realistically provide broader access to the curriculum for all students. It describes alternatives that reduce perceptual barriers, cognitive barriers, motor and cognitive barriers to expression, and describes alternative ways of encouraging engagement in the learning environment. (CR)

ED 423 655 EC 306 761

Procedural Safeguards Available to Parents of Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 19p.; Published and distributed by the Center for Education Networking.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; *Disabilities; *Due Process; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Parent Grievances; Parent Responsibility; *Parent Rights; Parent School Relationship; Private Schools; *Special Education; Student Evaluation; Student Placement; Student Records
IDENTIFIERS- *Individuals with Disabilities Education Act

This document provides parents of children with disabilities, from birth through age 26, with an overview of their educational rights with respect to special education. It stresses that parents must be given an opportunity to participate in meetings on identification, evaluation, educational placement, and the provision of a Free Appropriate Public Education. Specific topics addressed include: (1) procedural safeguards notice; (2) parent consent; (3) prior notice to parents; (4) evaluation procedures; (5) independent educational evaluation; (6) mediation; (7) impartial due process hearings; (8) due process hearing rights; (9) administrative appeal/impartial review; (10) civil action; (11) child's status during proceedings; (12) award of attorney fees; (13) placement in an alternative educational setting; (14) children enrolled in private schools; (15) transfer of parental rights at age of majority; (16) surrogate parents; (17) access to records; (18) amendment of records at parent's request; (19) complaints; and (20) relationship of the Individuals with Disabilities Education Act to other disability legislation. (CR) tests. The reliability test is also performed to verify the hypothesis that a shorter test is less reliable than a longer one. (Contains 25 references.) (Author/MSE)

ED 423 676 FL 025 477

Johnson, Francis; Delarche, Marion; Marshall, Nicholas; Wurr, Adrian; Edwards, Jeffrey
Changing Teacher Roles in the Foreign Language Classroom.
PUB DATE- 98
NOTE- 20p.; For complete volume of working papers, see FL 025 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Needs; *Educational Trends; Foreign Countries; Higher Education; Interpersonal Communication; *Language Teachers; Personal Autonomy; Second Language Instruction; Second Language Learning; Second Languages; *Student Role; Teacher Education; *Teacher Role; *Teacher Student Relationship; Trend Analysis
IDENTIFIERS- *Kanda University of International Studies (Japan)

The roles of teachers in traditional second language classrooms are examined and measured against current conceptual trends within the discipline of foreign language learning and teaching. These trends, especially those in interpersonal communication and learner autonomy, require a new understanding of the classroom role of the language teacher. The Kanda English Language Proficiency (KELP) classroom at Kanda University (Japan) is then described; in this context, students assume responsibility for their own learning program. The teacher's role in this classroom is presented as an example of what the roles of foreign language teachers of the future might be. Implications for the future design of second language teacher training are also considered. (Contains 31 references.) (MSE)

ED 423 677 FL 025 478

Kim-Rivera, E. G.
Neurolinguistic Applications to SLA Classroom Instruction: A Review of the Issues with a Focus on Danesi's Bimodality.
PUB DATE- 98
NOTE- 14p.; For complete volume of working papers, see FL 025 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Brain Hemisphere Functions; *Language Processing; *Linguistic Theory; *Neurolinguistics; Second Language Instruction; Second Language Learning; Second Languages
IDENTIFIERS- *Bimodal Theory; *Danesi (Marcel)

Few studies have approached second language teaching from a neurolinguistic perspective. An exception is Marcel Danesi's educational construct of neurological bimodality, an attempt to find a neurological foundation for classroom language instruction. The underlying hypothesis is that there is a natural flow of information processing from the right to the left hemispheres of the brain during language learning; therefore, language instruction should reflect that flow direction by providing concrete forms of instruction at early language learning stages and more formal and abstract instruction at later stages. However, the hypothesis raises questions; for example, the evidence for right-hemisphere

Technology; Electronic Mail; Elementary Secondary Education; *Fles; *Information Technology; Instructional Materials; International Educational Exchange; Interpersonal Relationship; Language Proficiency; Language Tests; Middle Schools; Politics of Education; Professional Associations; Program Descriptions; Program Development; Second Language Instruction; *Second Language Learning; *Second Language Programs; *Second Languages; Student Motivation; Student Recruitment; Testing; Transfer of Training

IDENTIFIERS- National Network for Early Language Learning; Waldorf Schools

This document consists of the three issues of the journal "Learning Languages" published during volume year 2. These issues contain the following major articles: "Minneapolis and Brittany: Children Bridge Geographical and Social Differences Through Technology" (Janine Onffroy Shelley); "Student Reasons for Studying Language: Implications for Program Planning and Development" (John Watzke, Donna Grundstad); "Political Action and Advocacy" (Kay Hewitt); "A Case for Foreign Languages: The Glastonbury Language Program" (Christine Brown); "But I Only Have E-Mail--What Can I Do?" (Jean W. LeLoup); "Education Under Fire: Changes in the 105th Congress? Not Hardly!" (J. David Edwards); "NNELL Members Work Locally To Promote Languages" (Kay Hewitt); "How a Foreign Language Program Blossomed: One School's Story" (Josephine Konow); "Proficiency Testing for Middle School: Voyage a EPCOT/Viaje a EPCOT" (Margaret Keefe Singer); "Waldorf Schools: Seventy-Six Years of Early Language Learning" (Michael Navascues); "Block Scheduling for Language Study in the Middle Grades: A Summary of the Carleton Case Study" (Sharon Lapkin, Birgit Harley, Doug Hart); "Teaching Tolerance in the Foreign Language Classroom: A Personal Reflection" (Boni Luna); and "Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math, and Language Arts" (Penelope W. Armstrong, Jerry D. Rogers). (MSE)

ED 423 699 FL 025 505

Learning Languages: The Journal of the National Network for Early Language Learning, 1997-1998.

PUB DATE- 98

NOTE- 110p.; Published three times a year: Fall, Winter, Spring.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Academic Standards; Childrens Literature; Classroom Techniques; Conferences; Cultural Education; Educational History; Elementary Education; Enrollment Trends; *FLES; *Immersion Programs; Instructional Materials; *Language Enrollment; Language Tests; *Languages for Special Purposes; Mathematics Instruction; National Surveys; Oral Language; Professional Associations; Program Descriptions; Second Language Instruction; Second Language Learning; *Second Languages; State Programs; Testing; Trend Analysis

IDENTIFIERS- Authentic Materials; National Network for Early Language Learning; Oklahoma

This document consists of the three issues of the journal "Learning Languages" published during volume year 3. These issues contain the following major articles: "A National Network for Early Language Learning (NNELL): A Brief History, 1987-1997;" "Juguetes Fantasticos" (Mari Haas); "A Perspective on the Cultural Perspective" (Genelle Morain); "NNELL Sponsors Invitational Institute To Promote National Standards for Early Language Learning in Grades K-8;" "Novice Oral Language Assessment (NOLA): Oklahoma's Investment in the Future" (Peggy

If You Lead Horses to Water They Will Drink: Introducing Second Language Adults to Books in English.
PUB DATE- 96
NOTE- 6p.; Journal is a publication of the California Reading Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Adult Education; Class Activities; Classroom Techniques; *English (Second Language); *Literacy Education; *Literature Appreciation; *Reading Instruction; Reading Materials; Second Language Instruction; Second Language Learning; Student Attitudes

An approach to reading used with adult students of English as a second language (ESL) is described. The approach has three components: communicating to students the role of reading in second language development; introducing students to popular novels; and assisting students in developing high levels of reading efficacy. The method was used in a community ESL class with intermediate- and high-level ESL students, none of whom had read a book in English. The report reviews theory and research on the role of literature in second language development, outlines specific classroom techniques for making the reading of extensive texts easier, discusses considerations in book selection and the books chosen for classroom use, describes class activities and procedures, and presents excerpts of students' written responses to the class. Contains 11 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 719 FL 801 257

Brown, Robert S.; Penn, Janet L.
Developing Linkages between Home and School: The Language Cluster Program and Adult Literacy.
PUB DATE- 96
NOTE- 72p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Orlando, FL, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Literacy; Conflict Resolution; Interaction; *Literacy Education; Peer Relationship; Program Design; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Role

This study investigated the degree to which the flexible design of an adult literacy program provided for efficient, effective, and satisfying teacher behavior within the social system of the providing organization. The program was a collaboration of junior high school, business community, community college, and federal agencies intended to enhance the link between home, education, and work in order to encourage lifelong learning. The focus of the study was on role expectations and personality needs of the teachers, and how the literacy program's organization accommodated them. The population served includes students aged 13-21. Seven teachers were observed in the classroom, kept journals, responded to a survey, and participated in interviews. Analysis of the data gathered revealed both facilitative and confrontational qualities in teachers' interaction with peers and administrators. Contains process, outcomes, and the facilitation of change are also explored, focusing on tensions between competitive allocation and collaborative action, the role of discrete projects in incremental change or continuous improvement, tensions between strategies for improving teaching and for promoting innovation, and ways to establish who owns any change agenda. (Contains 24 references.) (MDM)

ED 423 738 HE 031 474

Foley, Eileen
Lessons from a Three-Year Project To Advance Interprofessional Education in Nine Universities. Occasional Paper No. 1.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Curriculum; College Faculty; *College School Cooperation; *Cooperative Programs; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Internship Programs; *Partnerships in Education; School Community Relationship; *Social Work; *Teacher Education; Teachers; Universities

In a 3-year program, the National Center for Schools and Communities enabled nine universities (Boston College, Massachusetts; California State University, Long Beach; Clark Atlanta University, Georgia; Eastern Washington University; Howard University, District of Columbia; University of Houston, Texas; University of Utah; Washington University, Missouri; and Wayne State University, Michigan) to develop curricula and internship experiences to prepare social work and education students for collaboration in public schools. Most programs included didactic course work and a joint internship for small cohorts of 4 to 40 students. Interview and focus group data suggest that while university faculty felt the personal costs of collaboration outweighed the personal benefits, public school teachers and graduate students generally felt the exchanges were worthwhile. Two major lessons were learned: (1) establishing goals that can be operationalized in common requires sustained, focused dialogue whereby parties experience each other's special capabilities and come to understand the limits for action imposed by each other's organizational context; and (2) interorganizational collaboration is the responsibility of leaders and cannot be delegated. The paper also addresses whether comprehensive approaches will enable more children to succeed in school, whether public school principals should assume primary responsibility for service integration, and whether university preparation for work in collaboration is a good way to advance collaboration in later practice. (MDM)

ED 423 739 HE 031 475

Naidoo, Kogi
New Faculty: Catalyst for Change in Academic Departments.
PUB DATE- 98
NOTE- 21p.; Paper presented at the International Consortium for Educational Development (ICED) Conference (Austin, TX, April 19-22, 1998).
LANGUAGE- English

Carlisle, Brian A.; Miller, Michael T.
Current Trends and Issues in the Practice of Faculty Involvement
  in Governance.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Faculty College Relationship;
  *Governance; Higher Education; Participative Decision Making;
  *Teacher Administrator Relationship; *Teacher Participation;
  Trend Analysis
IDENTIFIERS- *Chronicle of Higher Education

This study examined trends and issues in the involvement of college faculty in institutional governance between 1994 and 1997. The study reviewed 132 issues of "The Chronicle of Higher Education" published during this period to identify any article or news report related to faculty involvement in governance. These topics included faculty support for administrative bodies, faculty strikes, faculty involvement in workload disagreements, planning, and support (or lack thereof) for administrative decision making. This report provides an analysis of 26 articles on a year-by-year basis. Findings indicate that faculty are most often dissatisfied with issues involving the appropriation of power, including perceived undermining of faculty trust or the governance system, efforts to take away faculty rights to participate in decision making, or restructuring plans that appear to give too much power to administrators. Four recommendations are offered: (1) faculty and administrators must clarify areas of separate and shared governance; (2) institutions should work to organize the intent and efforts of faculty governance units; (3) both administrators and faculty governance units must work to improve involvement in decision making; and (4) all parties must work to resolve problems facing higher education. A list of the reviewed articles is attached. (Contains 16 references.) (DB)

ED 423 759   HE 031 554

John, Martha Tyler; John, Floyd Idwal
Technology Builds Global Acceptance among African Students.
PUB DATE- 98
NOTE- 24p.; Paper presented at the International Conference on
  Thinking (7th, Singapore, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Church Related Colleges; College Admission; *College
  Students; Computer Literacy; *Cultural Differences; *Diversity
  (Student); Foreign Countries; Higher Education; Student
  Motivation; Student School Relationship; Teacher Influence;
  Teacher Student Relationship; *Technology Education; Values
IDENTIFIERS- *Africa; *Africa Nazarene University (Kenya)

This paper describes how a new university, African Nazarene University (ANU) in Kenya, used various means, including computer technology, for implementing learning goals for students from a wide variety of African countries and tribes. The paper stresses that the school, which opened in 1994 with 65 students, emphasized tolerance of differences from its inception. The paper reviews land acquisition, building, and facility with English indicates a facility with pedagogical skills. The paper concludes with a discussion of approaches to conflict resolution, negotiation styles, strategies for mutual gain, and the importance of consistent and rational policies. (Contains 18 references.) (DB)

ED 423 778 HE 031 625

Humphreys, Debra
Higher Education, Race & Diversity: Views from the Field.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; College Students; Curriculum Development; *Diversity (Faculty); *Diversity (Student); Faculty Recruitment; Global Approach; Higher Education; Multicultural Education; Political Correctness; Student Development

The four papers in this document address issues of higher education, race, and diversity. First, "The Impact of Diversity on College Students: The Latest Research," reviews recent studies and finds that diversity initiatives, from those focusing on access, to those focusing on campus climate, to those focusing on comprehensive institutional transformation, provide demonstrable benefits to all students, whatever their backgrounds and characteristics. Second, "Diversity and the College Curriculum: How Colleges & Universities Are Preparing Students for a Changing World," presents an overview of developments in curriculum transformation and a discussion of what these changes seek to accomplish, as well as a list of resources on diversity and the college curriculum. Third, "Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action," debunks myths about affirmative action and faculty hiring, provides facts on how the job market actually works for minority faculty, and concludes that affirmative action hiring policies are still necessary to ensure equal treatment for women and minority candidates. Finally, "Political Correctness: The Truth about Diversity and Tolerance in Higher Education," provides data refuting claims that conservative faculty members and students are being persecuted for their beliefs and that efforts to address diversity and intolerance result in more rather than less tension on college campuses. (Individual papers contain references and additional resources.) (DB)

ED 423 779 HE 031 626

Why Can't We Talk About Race? Racial Legacies and Learning: An American Dialogue.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Pluralism; Demography; Higher Education; *Racial Attitudes; *Racial Relations; School Community Relationship
IDENTIFIERS- Bloomfield College NJ; Bowling Green State University OH; City University of New York; *Diversity Concept;

Schools Subject to Loss of Eligibility To Participate in the Federal Family Education Loan Program and/or Direct Loan Program Due to FY 1994, FY 1995, and FY 1996 Cohort Default Rates of 25.0% or Greater.
PUB DATE- 98
NOTE- 49p.; For other "Cohort Default Rate" reports, see HE 031 645-647 and ED 413 848.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Colleges; Community Colleges; Compliance (Legal); Eligibility; Federal Aid; Federal Programs; Financial Support; *Loan Default; Loan Repayment; Postsecondary Education; Statistical Data; Student Financial Aid; *Student Loan Programs; Tables (Data); Tribally Controlled Education
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This report lists postsecondary schools with official student loan default rates of 25.0 percent or greater for fiscal years (FY) 1994, 1995, and 1996. The listed schools may therefore be excluded for the first time from participation in the Federal Family Education Loan Program and/or the Federal Direct Student Loan Program due to their high default rates, and this exclusion may be extended for an additional year due to their FY 1996 official cohort default rates. A listed school's participation in these programs will end 30 days after receiving notification, unless the school submits an appeal. Schools are listed alphabetically by state. Provided for each listing are an identification number, school name and address, program length/type/region/district, year/s for which cohort default rates have been calculated, number of borrowers in default, number of borrowers in repayment, default rate, and default rate per program. It is noted that historically black colleges and universities, tribally controlled community colleges and Navaho community colleges are exempt from these provisions by federal statute and regulation. (DB)

ED 423 799 HE 031 647

Schools Subject to Limitation, Suspension, or Termination Action of All Title IV Programs Due to Excessive FY 1996 Cohort Default Rate.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); Eligibility; Federal Aid; Federal Programs; Financial Support; *Loan Default; *Loan Repayment; Postsecondary Education; *Student Loan Programs; Tables (Data)
IDENTIFIERS- *Higher Education Act Title IV

This report lists postsecondary schools with official student loan default rates of 40.0 percent or greater for fiscal year 1996. Schools are listed in state order. Provided for each listing is a code indicating the types of loan programs in which the school is currently participating, an identification number, school name and address, the fiscal year for which cohort default rates have been calculated, number of borrowers in default, number of borrowers in repayment, default rate, rate type, and default rate per program. (DB)

ED 423 800 HE 031 648

offer K-12 students the opportunity to accompany college students on a virtual academic tour. A curriculum team is lead to develop learning materials that prepare the elementary and secondary students for the academic tour. The presentation briefly outlined the entire Intel-ebration program including the collaboration between different departments on the campus. The major portion of the presentation concerned the curriculum development process used in making the learning activities for students. The curriculum team used a non-linear curriculum development process. This presentation described the shape and motion of the Intel-ebration program and allowed the opportunity for participants to analyze the curriculum and its components to see if it was true to its defined shape and motion. (AEF)

ED 423 819 IR 019 040

Maushak, Nancy J., Ed.; Schlosser, Charles, Ed.; Lloyd, Thomas N., Ed.; Simonson, Michael, Ed.
Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, Missouri, February 18-22, 1998).
PUB DATE- 98
NOTE- 515p.; For selected individual papers, see IR 019 041-094.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Distance Education; Educational Innovation; Educational Strategies; *Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; *Instructional Design; Instructional Material Evaluation; Multimedia Materials; Telecommunications; World Wide Web
IDENTIFIERS- Association for Educational Communications Tech; Collaborative Learning; Learning Environments; Problem Based Learning

Subjects addressed by the 55 papers in this proceedings include: teaching literacy; hypermedia navigation and design; creating a community of thinkers; analysis-based message design; learner-instruction interactions; representation of time-based information in visual design; presentation interference; professional development through anecdotes; cybercourse model design and implications; computer-based instructional simulation; effects of computer conferencing and multiple intelligences on expository writing; promoting self-esteem, achievement, and multicultural understanding through distance learning; computer use when universally available; university academic achievement in a distance education setting; START (Student Trainers as Resource Technologists); improving oral, writing, and thinking skills; developing effective instruction; improving mathematics instruction using technology; design model for learner-centered, computer-based simulations; open-ended learning environments; how local school districts formulate educational technology policy; inductive multimedia programs; creating electronic learning environments; instructional technology research; the foundations of the field; systematic change in education; software needs of public and higher education; hypertext processing; narrative versus step-by-step computer instruction; managing performance-based learning; reflection as a means of developing expertise in problem solving, decision making, and complex thinking of designers; effect of color-coding on locus of control;

PUB DATE- 95
NOTE- 39p.; Some figures contain filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Impact; *Education Work Relationship; Educational Economics; Educational Finance; Foreign Countries; Government School Relationship; *Human Capital; Human Resources; Labor Force; Models; Postsecondary Education; *Role of Education; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

This paper is intended to provide a brief introduction to how economists assess the importance of education and training in the Australian economy and how the allocation of resources to education can be assessed. Included in the introduction are statistics illustrating the enormous impact of education and training on Australia's economy and a discussion of possible reasons individuals, employers, and governments allocate resources to education and training. Basic distinctions between compulsory and postcompulsory education, general and vocational education, preemployment education and employment-related training, and general and specific training are drawn in part 2. The following considerations in assessing governments' role in allocating resources to education and training are discussed in part 3: efficiency and equity arguments; funding and provision options open to governments; and the Australian government's role in the provision, finance, and regulation of education and training. Part 4, which is devoted to the problem of treating education and training as investments by using the human capital model, examines the following topics: stocks and flows; measures of human capital; key linkages; and rates of return. Part 5 describes a process for assessing the contribution made by education and training to economic performance. The document contains 48 references. (MN)

ED 423 368 CE 075 518

Smith, Joy Selby; Smith, Chris Selby; Ferrier, Fran
Survey of Users in 1996 User Choice Pilot Projects. Working Paper No. 7.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 38p.; For a related document, see CE 075 519.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Educational Attitudes; Educational Finance; *Employer Attitudes; Financial Support; Foreign Countries; Indigenous Populations; Job Training; National Programs; National Surveys; *Participant Satisfaction; *Pilot Projects; Postsecondary Education; Program Effectiveness; Public Education; Resource Allocation; School Business Relationship; *School Choice; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

The effectiveness of the "user choice" approach to allocating public funds for training was examined through telephone interviews with 46 employers who were associated with 48 of Australia's 50 User Choice pilot projects (including employers associated with 7 Aboriginal and Torres Strait Islander initiatives). The employers uniformly indicated very high levels of satisfaction with their training under the pre-User Choice arrangement, and at least one or two expressed doubts about the new arrangement. Technical and further education

Workers Educational Association
The Workers' Educational Association (WEA) is a national voluntary organization dedicated to giving adults in the United Kingdom access to organized learning. The International Federation of Workers' Educational Associations (IFWEA), which was founded in 1947 largely at the initiative of the WEA, is composed of more than 100 organizations in 54 countries that are active in promoting and delivering workers' education. The WEA and the IFWEA responded to the Department for International Development (DfID) paper "Strengthening DfID's Support for Civil Society" by presenting their views on the following topics: workers' education and civil society; international development and civil society in the United Kingdom and in the global civil society; civil society, government, and partnerships; civil society and the trade union movement; trade unions and development awareness; trade unions as agents of civil society; and international trade unions as strategic partners. It was concluded that engagement with workers' education organizations would enhance the British government's international development policies and that further DfID engagement with workers' education organizations would better contribute to elimination of world poverty. (Appended are the addresses of contact persons at the WEA and IFWEA and lists of organizations affiliated with the WEA and IFWEA.) (MN)

ED 423 386 CE 077 129

Working in Partnership: The Workers' Educational Association and Museums. Report of the Working Group.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Learning; *Agency Role; Case Studies; Educational Practices; Foreign Countries; Libraries; *Lifelong Learning; *Museums; National Organizations; *Partnerships in Education; Questionnaires; *Voluntary Agencies
IDENTIFIERS- *United Kingdom; *Workers Educational Association
In November 1996, the National Institute for Adult and Continuing Education arranged a conference on the theme "Museums and Adults--Partners in Learning" held at the British Museum. The conference was attended by numerous local authorities and various adult education organizations, including the Workers' Educational Association (WEA). The keynote speaker reported on a major study of museums and learning in the United Kingdom. Conference participants who were members of the various districts of the WEA's English association and its Scottish association were surveyed to determine how the WEA could move forward in effective partnerships with museums, galleries, and conservation organizations. All the districts surveyed were found to be making at least some use of museum facilities. The following partnerships were identified as being especially innovative and effective and were highlighted in case studies: WEA South Eastern District in partnership with the Open College, Brighton Museum and Art Gallery, and the National Trust; WEA North Western District in partnership with the European Economic Community Info-Cities Project; WEA Scotland in partnership with Edinburgh Museums; and WEA London District in partnership with the British Library. (Appended are the following: conclusions of the keynote speaker's report; list of WEA target student groups; WEA questionnaire; English Heritage Office addresses; and area museum council addresses.) (MN)

competence in such situations. Subjects were 18 student teachers of agricultural education and 6 student teachers of family and consumer science enrolled in the University of Nebraska's College of Agricultural Sciences and Natural Resources and College of Human Resources and Family Sciences, respectively. Evaluation was accomplished through the administration of a multicultural attitudinal inventory to all subjects prior to, immediately after, and at least 1 year after the experience. Subscale evaluation included the areas of teaching skills, knowledge of cultural diversity, teacher-student relationships, and cultural awareness. Perceptual change of interpersonal competency occurred within subjects in all subscale areas measured. The area of greatest gain was teacher-student relationships. The area of least gain and most regression over time was cultural awareness. (Contains 13 references) (Author/YLB)

ED 423 405 CE 077 162

Black, Rhonda S.; Rojewski, Jay W.
The Role of Social Awareness in the Employment Success of Adolescents with Mild Mental Retardation.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Las Vegas, NV, December 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Career Awareness; Education Work Relationship; Employment Patterns; Influences; *Interpersonal Competence; *Job Performance; *Mild Mental Retardation; Secondary Education; *Special Education; Statistical Analysis; Success; *Vocational Adjustment; *Vocational Education

The role of social awareness in the employment success of adolescents with mild mental retardation was examined in a two-phase study. In phase 1, a set of social awareness descriptors designed to measure the three components of social awareness--sensitivity, insight, and communication--was developed and validated in a five-stage process. In phase 2, secondary teachers used the descriptors and two measures of employment success to evaluate 125 adolescents with mild mental retardation. The social awareness ratings approximated a normal distribution and were highly interrelated r   .80). Statistically significant differences in social awareness components were found between the students rated higher and lower on work performance. Approximately 13% of the variance in different students' work performance was attributable to the three social awareness components considered. The remaining variance was attributed to other factors such as familiarity with job tasks, physical coordination and health, dependability, work safety, and willingness to complete tasks. It was concluded that the greatest distinction between students rated higher and lower on work performance could be based on awareness of social communication or, in other words, ability to take appropriate action involving clearly communicating with others, solving interpersonal problems, and resolving conflicts. (Contains 41 references) (MN)

ED 423 406 CE 077 163

Workplace Literacy. Bibliography = L'alphabetisation en milieu de travail. Bibliographie.

Force Development; Labor Market; Postsecondary Education; Program Development; Program Implementation; Regional Cooperation; Regional Planning; *School Business Relationship; Vocational Education

The test for today's economy is to create a workforce development system that capitalizes on current opportunities across states, regions, and local communities. The economic environment is positive, with tight, dynamic, and global labor markets. The business need for job-ready, entry-level workers; high-skilled workers; and workers who can continue to learn fuels a commitment to workforce development. One approach is business-led, regional workforce development coalitions. Changing patterns for finding work and advancing in careers have created incentives for new approaches to improving local labor markets in which job seekers have identifiable routes for employment access and advancement, and employers can find qualified workers effectively and efficiently. Workforce development is emerging as the central strategy for creating new opportunities for companies and individuals and a key factor in regional economic development activity. Business-led workforce coalitions are surfacing as viable mechanisms for developing effective regional workforce development systems. They are as diverse as the issues on which they focus: geography, industries, individuals/groups, economic development, labor market dynamics, and education reform. Three broad activity areas are policy and advocacy, planning and research, and technical assistance. Steps to ensure the creation of a successful regional coalition are as follows: join forces, define the problem, design the solution, implement the solution, evaluate effectiveness, and sustain the collaboration. (Contains 14 references) (YLB)

ED 423 424 CE 077 216

Ninke, Diane; Weeks, Linda
Workplace Education Indicators Project. Scope of Work--Final Report.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Educational Quality; *Evaluation Criteria; *Evaluation Methods; *Literacy Education; *Program Evaluation; *Workplace Literacy
IDENTIFIERS- *Ohio (Northwest)

A project was conducted at the Northwest Adult Basic and Literacy Education (ABLE) Resource Center in northwest Ohio to establish workplace education indicators of program quality with specific measures and standards. Research was conducted through a survey of other states to determine their status in the development of workplace education-specific indicators, measures, and standards. Through analysis of survey results, specific workplace education measures and standards were developed for each of Ohio's eight Indicators of Program Quality. The project also recommended a variety of assessment instruments from which workplace programs could choose and a list of workplace education-specific instructor qualities and competencies. A program evaluation packet of supplemental workplace education review materials based on the state supervisors' general program review packet currently in use was developed, and

Needs" (Gus Garside); "All Change: Accreditation and 'Other' Learners" (Gerry Holloway); "'If Experience Counts, Then Why Am I Bothering to Come Here?': AP(E)L (Accreditation of Prior Experiential Learning) and Learning" (Mary Stuart); "Life after Stroke: Special Interest Book-Writing Groups" (Nick Osmond); "Community Writing and Literacy Development" (Freda Ansdell, Nan McCubbin, Sonia Plato, Judy Wallis); and "Education and Self-Identify: A Process of Inclusion and Exclusion" (Mary Stuart). (MN)

ED 423 441 CE 077 268

Sargant, Naomi; Tuckett, Alan
Pandora's Box? Companion Papers on Motivation, Access and the Media.
SPONS. AGENCY- Further Education Funding Council, London (England).
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; *Broadcast Industry; *Communications; Educational Media; Foreign Countries; Learning Motivation; Mass Media; *Mass Media Role; *Nontraditional Students; Out of School Youth; Postsecondary Education; Technological Advancement; *Television
IDENTIFIERS- *Great Britain

These two papers address the challenge of harnessing the most appropriate media technology to help learning and teaching into the next century. "Motivation, Access, and the Media," presents the case for greater access for learners to the various technologies. The paper makes the case for access to be free at the point of use and argues that the education poor must not also become information poor. It gives an overview of the history of the contribution of the broadcast media to adult learning. "Motivation Is Curriculum," argues that a responsive further education system takes motivation as curriculum. The second paper suggests that there is a set of educational skills in negotiating appropriate programs of learning for young people and adults returning to education so that it is a new and exciting experience rather than a return to the scene of disappointment and failure. It contends that there are important alliances to be fostered with local, regional, and national media that are the natural channels of communication for some of the groups currently underrepresented in further education. Examples are given of successful collaboration with the media to widen participation and increase the profile of adult learning. (YLB)

ED 423 442 CE 077 269

Prison Education Diaries. A Collection of Poems, Essays and Extracts from Daily Journals by Prisoners, in Their Own Words, about Their Learning Experiences whilst in Prison.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Education; *Adult Learning; *Correctional Education; *Correctional Rehabilitation; Criminals; *Diaries; Foreign Countries; *Learning Experience; Personal Narratives;

programs. Despite some fluctuations over the last decade, adolescent use of alcohol, tobacco, and other drugs remains as common among the actively consented sample in the current survey as that of the mid 1980s. An executive summary is included. Appendixes are: (1) "Supplementary Trend Tables"; (2) "The Effect of Active Consent on Response Rates"; (3) "Upper-Grade Survey Instrument." (EMK)

ED 423 461 CG 028 674

Conklin, Gigi; Kamps, Brian; Lopez, Kate; McAlister, Christine; Wright, Cheri
Torn apart by Divorce: When a Family Is Shattered to Pieces.
PUB DATE- 98
NOTE- 12p.; Adapted from "Tending to the Emotional Needs of Teachers and Children: Tricks of the Trade," Katherine Lauderdale, Jerry L. Roberson, and Carlos Bonilla, Eds., ISBN-1-879774-15-1, ICA Publishing, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Divorce; Elementary Secondary Education; *Parent Child Relationship; School Counseling; Teacher Role; Teachers

This brief handout set begins with a scenario that has a teacher discover that one of the best students in the class is facing the breakup of her parent's marriage. The student thinks it is "all my fault." A fact sheet on divorce and its effects on children follows. Psychological and economic effects of divorce on children are listed. Facts about children and divorce are provided in a section entitled, "Did You Know?". Lists of ideas are provided under "How Can We as Teachers Help?" and "How Can Parents Help?" The section "The Children of Divorce - Teacher Connection" begins with a quotation from Chuck Norman, and some data are provided. The importance of providing stability for children is emphasized. A "Behavior Check List which Signals a Recent Divorce" is presented. (Contains six references.) (EMK)

ED 423 462 CG 028 675

Jones, Bennie; Nakanishi, Rochelle; Brockney-Abbott, Lisa; Dillon, Hedda
Nippin' Hostility in the Bud: Empowering All.
PUB DATE- 98
NOTE- 16p.; Contains color photographs that may not reproduce well. Adapted from "Tending to the Emotional Needs of Teachers and children: Tricks of the Trade," Katherine Lauderdale, Jerry L. Roberson, and Carlos Bonilla, Ed., ISBN-0-879774-15-1, ICA Publishing, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anger; Children; Elementary Secondary Education; *Empowerment; *Hostility; *Interpersonal Competence; Interpersonal Relationship; School Counseling; *Teacher Role; Teachers

high school seniors with disabilities for the transition to college. The difference between accommodation under the Americans with Disabilities Act versus Public Law 94-142 is highlighted with an emphasis on those needs which can be met in the college environment. Tips for preparation in the senior year of high school are given as well as guidelines for paperwork which will be needed by the receiving institution. Boards of Regents policies for the state of Georgia are used as an example of evaluation formats that might be expected at the college level. Some of the controversies in college accommodations are addressed (e.g., meeting course objectives) when a student is not able to take a course because all reasonable accommodations would still not enable them to meet these. (Author)

ED 423 482 CG 028 704

Effective Parenting: Positive Support for Families. Position Statement.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Problems; *Discipline; Elementary Education; *Intervention; *Parent Child Relationship; *Parenting Skills; *School Psychologists
IDENTIFIERS- *National Association of School Psychologists

Raising self-disciplined children is one challenge among many facing parents in American society today. Parents have little or no training in effective parenting, and they are often removed from extended families that have in the past been available to provide support and relief from the stress of child rearing. Discipline is often viewed as punishment that may lead parents to equate more discipline with harsher punishments. The National Association of School Psychologists (NASP) believes that the following parenting practices help prevent development of behavior problems in children: developing a trusting relationship, developing appropriate expectations, setting limits, and offering praise. The NASP urges school psychologists to promote the development of effective discipline practices through the following interventions: early intervention programs, school-wide programs to encourage effective discipline, consultation to parents, and parent education classes. The NASP encourages school psychologists and other professionals working with children and families to help parents develop effective discipline practices that are positive, safe, and instructive. School psychologists can help parents by supporting, developing, and implementing school and community programs that build healthy parent-child relationships and strengthen the home to enable children to become caring and responsible members of society. (Author/MKA)

ED 423 483 CG 028 708

Owen, K.
The Role of Psychological Tests in Education in South Africa: Issues, Controversies and Benefits.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

Classroom situations) (055)
DESCRIPTORS- *Counseling Techniques; Counselor Client Relationship; Counselor Training; Mental Health; Professional Development; *Psychotherapy

Each therapeutic contact provides unique opportunities to ameliorate suffering and cultivate change. This volume addresses the inherent struggle in therapy to create a therapeutic relationship and make the work compassionate, efficient, and effective. It provides assistance to students, supervisors, and educators in doing therapeutic work while maintaining an effective and compassionate alliance with the client. This concept is addressed though consideration of the following chapter topics: (1) "Developing Observational Skill"; (2) "Essential Evaluations and Assessments"; (3) "First Session: Diagnosis and Treatment Planning"; (4) "Establishing Rapport"; (5) "Therapeutic Interviewing"; (6) "Managing Emergencies and Crisis"; (7) "Practical Predicaments and Ethical Dilemmas: What To Do When..." ; (8) "Using Yourself: A Therapeutic Challenge"; and (9) "Making the Most of Supervision: Dual Perspectives." The afterword provides a list of six fundamentals that remain constant in a context of rapid change in the field. (EMK)

ED 423 503 CG 028 750

Komives, Susan R.; Woodard, Dudley B., Jr.
Student Services: A Handbook for the Profession. Third Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 96
NOTE- 607p.; Foreword by Ursula Delworth and Gary R. Hanson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Students; *Educational Administration; Ethics; Guidance Programs; Higher Education; Multicultural Education; Professional Education; Student College Relationship; *Student Development; *Student Personnel Services

A solid foundation in current literature in the field of student affairs is provided. New in this edition are an expanded theory section, expanded coverage of diversity issues, management and outcomes, and discussion of the impact of college on students. Part 1, "Historical Roots and Contemporary Context," includes chapters (1) "Historical Overview of American Higher Education" (J. R. Thelin); (2) "The Development of Student Affairs" (E. M. Nuss); (3) "Diversification of Postsecondary Institutions" (J. C. Brazzell); (4) "Student Diversity on Today's Campuses" (E. El-Khawas). Part 2, "Professional Foundations and Principles," includes (5) "Guiding Values and Philosophy" (R. B. Young); (6) "Ethical Standards and Principles" (H. J. Canon); (7) "Legal Foundations of Student Affairs Practice" (M. J. Barr). Part 3, "Theoretical Bases of the Profession," covers (8) "The Nature and Uses of Theory" (M. K. McEwen); (9) "Theories of Student Development" (N. J. Evans); (10) "New Perspectives on Identity Development" (M. K. McEwen); (11) "Student Cognition and Learning" (P. M. King); (12) "Dynamics of Campus Environments" (C. C. Strange); (13) "Organizational Theory" (G. D. Kuh). Part 4, "Essential Competencies and Techniques," includes (14) "Leadership" (J. L. Rogers); (15) "Teaching and Training" (L. D. Roper); (16) "Counseling and Advising" (R. B. Winston, Jr.); (17) "Consultation and Mediation" (C. A Crego); (18) "Multiculturalism" (D. M. Talbot); (19) "Program Development and Group Advising" (M. J. Cuyjet); (20) "Assessment, Evaluation, and Research" (T. D. Erwin). Part 5, "Organizing and Managing Programs and Services," covers: (21)

Strategies; Primary Education; *Reading Achievement; *Reading Instruction; Reading Skills; Self Evaluation (Individuals); *Spelling Instruction; Teacher Developed Materials; Teaching Methods; *Writing Evaluation; *Writing Instruction; Writing Processes
IDENTIFIERS- Graphic Organizers

Intended for teachers of grades K-2, this book provides rubrics developed by and with teachers to assess a wide variety of reading and writing activities in primary classrooms. The rubrics and checklists are offered as reproducible forms. Most of the rubrics are accompanied by a matching form for children's self-assessment. Many of the assessment tasks include planning or graphic organizers that encourage children to write, draw, map, or outline their ideas before they begin to create their final work products. Sections in the book are: Writing; Spelling; Oral Reading Fluency; Reading Comprehension; Using Book Covers as Assessment of Literary Knowledge; Content Area Learning; Create Your Own Rubrics; Observational Checklists for Assessing Early Reading Skills; and a Class Record Form. (CR)

ED 423 523 CS 216 464

Lunsford, Susan
Literature-Based Mini-Lessons To Teach Writing: 15 Engaging Lessons That Help Your Students Write Happily Ever After. Scholastic Teaching Strategies, Grades 1-3.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Childrens Writing; *Classroom Environment; Classroom Techniques; Figurative Language; Instructional Effectiveness; Picture Books; Primary Education; *Writing Instruction; Writing Skills; *Writing Strategies; *Writing Workshops
IDENTIFIERS- *Minilessons; Story Writing; Writing Motivation

This book, intended for teachers of grades 1-3, offers a step-by-step model for teaching writing. Each of the book's 15 mini-lessons includes a model lesson, lists of picture books suited to the writing skill being taught, samples of children's writing, and ideas for extending the lesson. The book's lessons cover exploring ideas for writing, writing beginning sentences, improving story leads, discovering descriptive words, and writing a story with a beginning, a middle, and an ending. Chapters in the book are: (1) What a Literature-Based Writers' Workshop Looks Like; (2) Getting the Workshop Started; (3) Exploring Story Leads; (4) Using Descriptive Language; (5) Parts of a Story; and (6) Book Lists. (CR)

ED 423 524 CS 216 465

Tarlow, Ellen
Teaching Story Elements with Favorite Books: Creative and Engaging Activities To Explore Character, Plot, Setting, and Theme--That Work with Any Book!
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

interact, and strive for success. The other teacher's students are frequently disruptive or are asleep. This book probes deep into the causes of classroom success and failure, as well as other issues that affect American schools today, and demonstrates how two connected cultures--of African Americans and of youth--cannot be ignored if change is to be effected in education. Through a series of ethnographic studies, the dynamics of effective learning, in which the concept of teacher as coach takes on new meaning, is revealed. The book's scope encompasses computer technology, multiculturalism, tracking, race relations, the canon, and specific aspects of African American culture, such as signifying and receiver-centered discourse. The book's closing chapter projects a vision of an American high school 10 years from now. (NKA)

ED 423 543 CS 216 508

Susag, Dorothea M.
Roots and Branches: A Resource of Native American Literature--Themes, Lessons, and Bibliographies.
PUB DATE- 98
NOTE- 327p.; Foreword by Joseph Bruchac.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; Annotated Bibliographies; Class Activities; Lesson Plans; Literary Genres; Secondary Education; *Stereotypes; Units of Study
IDENTIFIERS- *Native Americans

This resource book offers teachers an opportunity to learn and to teach about Native American literature in context. Starting with a discussion of themes, rationales, and subthemes, it moves to an examination of the historical and literary contexts that frame the literary work of Native peoples. Lessons, units, and activities in the book keyed to grade level offer practical support. Detailed annotated bibliographies direct the teacher to other resources--historical, cultural, and educational. Appendixes address geographical contexts, historical context, stereotypes, cultural and spiritual contexts; and list North Central regional publications and commercial resources. (RS)

ED 423 544 CS 216 509

Reid, Louann, Ed.; Golub, Jeffrey N., Ed.
Reflective Activities: Helping Students Connect with Texts. Classroom Practices in Teaching English, Volume 30.
PUB DATE- 99
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Creative Writing; *English Instruction; Higher Education; Intermediate Grades; Letters (Correspondence); Poetry; *Portfolios (Background Materials); Professional Development; *Reader Text Relationship; Reflective Teaching; Secondary Education; *Self Evaluation (Individuals); Writing Assignments; *Writing Instruction
IDENTIFIERS- *Reflective Practice

This book offers successful classroom practices that encourage

Reporting" (Bruce Garrison); "The Rural-Urban Gap in Community Newspaper Editors' Use of Information Technologies" (Douglas Blanks Hindman, Stan Ernst, and Mavis Richardson); "Online Newspapers: Living Up to Their Potential?" (James W. Tankard, Jr., and Hyun Ban); "Digital Imaging and the Photojournalist: Work and Workload Issues" (John Russial); "The Convergence of the Web and Television: Current Technological Situation and Its Future" (Seungwhan Lee); "On-Line or Off-Base? A Pilot Study to Determine Undergraduate Student Perceptions about Offering a Journalism/Mass Communication Course on the Web" (Barbara J. DeSanto and J. Steven Smethers); "The Tease Effect of Slow Downloading: Arousal and Excitation Transfer in Online Communication" (S. Shyam Sundar and Carson B Wagner); "The Effects of Hypertext on Readers' Recall Based on Gender" (Moon Jeong Lee); "The Role of Local Government in Information Age after the Passage of the Telecommunications Act of 1996" (Kuo-Feng Tseng); "The Dimensions of Truth: The Case of Northwest Airlines versus WCCO-TV" (Steve LeBeau); "The Unique Nature of Communications Regulation: Evidence and Implications for Communications Policy Analysis" (Philip M. Napoli); "Mass Media and the Concept of Interactivity: An Exploratory Study of Online Forums and Reader E-Mail" (Tanjev Schultz); "Interactivity: A Qualitative Exploration of Definitions and Models" Sally J. McMillan and Edward J. Downes); and "Computerization of Taiwanese Newspapers" (Li-jing Arthur Chang). (RS)

ED 423 563 CS 509 907

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Communication Theory and Methodology.
PUB DATE- 98
NOTE- 605p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Audience Response; *Citizen Participation; *Communication (Thought Transfer); Higher Education; *Internet; *Journalism Education; Mass Media Effects; Media Research; *Online Systems; Pornography; Predictor Variables; *Recall (Psychology); Research Methodology; Student Attitudes
IDENTIFIERS- Knowledge Gap Hypothesis; *Media Coverage; News Stories; Risk Communication

The Communication Theory and Methodology section of the Proceedings contains the following 20 papers: "Information Sufficiency and Risk Communication" (Robert J. Griffin, Kurt Neuwirth, and Sharon Dunwoody); "The Therapeutic Application of Television: An Experimental Study" (Charles Kingsley); "A Path Model Examining the Influence of the Media on Fear of Crime and Protective Act" (Mahmoud A. M. Braima, Thomas Johnson, and Jayanthi Sothirajah); "Cognitive Innovativeness as a Predictor of Student Attitudes and Intent: An Application of the Theory of Planned Behavior to Online Learning Environments" (Tracy Irani and Michelle O'Malley); "Source Perception and Electrodermal Activity" (No-Kon Heo and S. Shyam Sundar); "The Crisis of Communication for Citizenship: Normative Critiques of News and Democratic Processes" (Erik P. Bucy and Paul D'Angelo); "The Hoopla Effect: Toward a Theory of Regular Patterns of Mass Media Coverage of Innovations" (Eric A. Abbott and David C. Coulson); "Historical Survey of Media Coverage of Biotechnology in the United States, 1970 to 1996" (Bruce V. Lewenstein, Tracy Allaman, and Shobita Parthasarathy); "Essential and Constructed: Community and Identity in an Online Television Fandom" (Cinda L. Gillilan); "National Print Media Coverage of the Men and Religion Forward Movement, 1911-1917" (Dane S. Claussen); "Miracle in South Africa: A Historical Review of U.S. Magazines' Coverage of the First Heart Transplant" (Raymond N. Ankney); "Physiographic Aggregation and Segmentation: Inclusion of Visually-Detected Physically Impaired Role Models in Advertisements" (Dennis Ganahl and Jeff Kallem); "Effectiveness of Negative Political Advertising" (Won Ho Chang, Sung Wook Shim, and Jaejin Park); "Predicting Successful Internships" (Fred Beard and Linda Morton); "Evaluating Outcomes: Service Learning in the Communication Discipline" (Julia B. Corbett and April R. Kendall); "Textbooks and Teaching: A Lesson from Students" (Donna Besser, Gerald Stone, and Luan Nan); "Assessing Writing by Analyzing Writing: Ability Grouping and Student Performance" (Kristie Bunton, Stacey Frank Kanihan, and Mark Neuzil); "Ethical Pluralism: Defining Its Dimensions" (Kathryn B. Campbell); "Downsizing, Rightsizing, and Other Euphemisms: The Questionable Ethics of Some Corporate Communications" (James L. Aucoin and Jill R. Haynes); and "Learning to be a Journalist: A Preliminary Study of Cyborgs, College Newsworkers and RSI Work Culture" (Catherine L. Marston). (PA)

ED 423 579 EA 028 775

U.S. Department of Education Office of Inspector General Semiannual Report to Congress, No. 35, April 1, 1997-September 30, 1997.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Compliance (Legal); Elementary Secondary Education; Eligibility; Expenditures; *Federal Legislation; *Federal Programs; Federal Regulation; *Financial Audits; Grants; Higher Education; Inspection; Program Administration; *Program Evaluation; Recordkeeping; *Student Financial Aid

This semiannual report to Congress summarizes the activities of the Department of Education's Office of Inspector General (OIG) for the 6-month period ending September 30, 1997. The OIG gave Congressional testimony regarding the modernization of student-financial-assistance-information programs, the Loan Consolidation process, the Federal Direct Student Loan Program, and the Eisenhower Mathematics and Science Education Program. With regard to postsecondary education, the OIG conducted audits of student-financial-assistance programs, investigated athletic scholarship fraud, and prosecuted students who fraudulently claimed enrollment in foreign schools. The report also describes departmental operations and audit-quality intiatives for the period, and makes legislative proposals for reauthorization of the 1998 Higher Education Act. Reporting requirements, statistical summaries, and a glossary are included. (LMI).

ED 423 580 EA 028 797

Blumberg, Jonathan A.; Dowling, Ruth T.; Horton, Janet L.; Howie, and to do when they complete eighth grade. It details the consequences of students not being ready for high school and explains why students are not ready to do challenging work. One of the key recommendations for having effective middle schools is to create small, personalized communities for learning. Likewise, team teaching across subject areas and providing students with guidance and advice are also seen as important components of teaching. The benefits of block scheduling are analyzed, along with the strategy of fitting the instruction to the standards rather than fitting the standards to the student. Criticisms of the current structure of education, which includes large classes and too many subjects, are given. The importance of leadership, the use of time, the problems with sorting and labeling, and changing the focus to student achievement are detailed. Suggestions for changing old patterns and learning to ask the right questions are included. (RJM)

ED 423 599 EA 029 367

Jamentz, Kate
Standards from Document to Dialogue.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 82p.; Additional funding received from the Stuart Foundations.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Principles; *Educational Quality; Elementary Secondary Education; Evaluation; Models; *Opinions; Quality Control; *Standards

The text's primary purpose is to influence the actions of local school leaders, and it argues that standards-based reform is as much about confronting strongly held beliefs and values about schooling as it is about creating standards, documents, and assessment tools. Examples of organizational learning activities designed to increase individual and organizational capacity to initiate and sustain standards-based school practices are offered. The text opens with an overview of the promise of standards-based reform, offering advice on what the standards should be and how they will affect teachers' work. The booklet claims that a new mental model is needed, and it describes what students, teachers, and schools would have to do in a standards-based system. The third section features a series of exercises to help explain the issues surrounding standards, including the case for common, explicit standards, what is meant by "all students," the implications of standards-based reform, and the dilemmas inherent in standards setting. (RJM)

ED 423 600 EA 029 368

McRobbie, Joan; Finn, Jeremy D.; Harman, Patrick
Class Size Reduction: Lessons Learned from Experience. Policy Brief No. Twenty-three.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 13p.; Printed in color on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Strategies with Deaf and Hard of Hearing College Students" (Sara L. Geballe); "Career Success of Deaf and Hard of Hearing Graduates: Preliminary Findings of a Ten-Year Study" (John G. Schroedel and others); "Mentorship for the Working Interpreter" (Caroline Preston); "Time To Change Hats: The Changing Role of the Disability Services Provider" (Janet White); and "The Unwritten Curriculum: Teaching Deaf Students in the '90s" (David A. Stewart). (CR)

ED 423 618 EC 305 948

Kolvitz, Marcia, Ed.
Considering Different Perspectives of Change.
PUB DATE- 96
NOTE- 50p.; Section 1 of Challenge of Change: Beyond the Horizon, Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 947.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Community Change; *Deafness; *Educational Change; Elementary Secondary Education; *Federal Legislation; Higher Education; *Partial Hearing; *Trend Analysis
IDENTIFIERS- *Individuals with Disabilities Education Act

These four conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on different perspectives of change. The first paper, "The Impact of the Current Political Climate upon Legislation for Persons with Disabilities" (Robert Stodden), shares the experiences of a Senatorial staffer on the Senate Subcommittee on Disability Policy. How things work in Washington, the political climate of the Republican controlled Congress, and the reauthorization of the Individuals with Disabilities Education Act are addressed. The second paper, "The Challenge of Change: Bringing the Federal Perspective to the Local Level" (Bobbie Beth Scoggins and others), discusses changing trends in providing services to individuals with deafness from the perspectives of consumers, postsecondary student service providers, and institutions, and changes occurring at the state and federal level. In the third paper, "Understanding Each Other" (Steve Larew), the president of ADARA describes his personal experiences and discusses the different populations of people with hearing loss. The final paper, "The Impact of Change on Student Services" (Jane Jarrow), addresses some of the danger signs on the horizon for students with disabilities in higher education, specifically for students with deafness and who are hard of hearing. (CR)

ED 423 619 EC 305 949

Kolvitz, Marcia, Ed.
Transitioning from High School to College.
PUB DATE- 96
NOTE- 25p.; Section 2 of Challenge of Change: Beyond the Horizon, Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

(150)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *College Libraries; Communication Aids (for Disabled); Community Colleges; Computer Uses in Education; *Disabilities; Educational Technology; Financial Support; Higher Education; Instructional Development; Instructional Innovation; *Interdisciplinary Approach; Program Development; *Program Implementation; Staff Development; Training
IDENTIFIERS- California

This paper discusses the role of libraries as the hub of information literacy in college and the need for professional collaboration to ensure library access for students with disabilities at California community college campuses. A working plan for developing assistive technology (AT) capabilities is provided which includes the following steps: (1) develop a formal awareness inventory of who, what, how, and where technology decisions are made on campus; (2) use key people discovered in the process to develop a campus-wide computing plan which includes distribution of AT throughout campus computer labs; (3) develop a policy for incorporating access technology into new purchases; (4) allocate a portion of the entire institutional computing budget for access technology: (5) determine who is responsible for making decision for upgrades or new computers; (6) decide what committees should address integration and implementation at the instructional level; (7) discover how to initiate and plan strategies with other campus labs; (8) estimate how much technical support will be needed; (9) decide how to plan for technical support; (10) determine what expertise with access technology it is reasonable to expect from librarians and mainstream computer support staff; and (11) provide training for staff receiving assistive software. (CR)

ED 423 638 EC 306 713

Redesigning Special Education Services for All Students: The Indiana Agenda. Field Study Edition, Fall 1996.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Delivery Systems; *Disabilities; Education Work Relationship; Educational Change; *Educational Innovation; Educational Objectives; Elementary Secondary Education; *Inclusive Schools; *Integrated Services; *Regular and Special Education Relationship; School Community Programs; School Community Relationship; Student Centered Curriculum; Teacher Collaboration; Transitional Programs
IDENTIFIERS- *Indiana; Individualized Transition Plans

Developed by a think tank that included parents, board members, teachers, and administrators, this agenda is intended to generate discussion and promote consensus building on how best to meet the needs of Indiana students with and without disabilities. It provides an overview of the context for change in special education service delivery, examines common misperceptions that the general and special education systems seem to hold of each other, and builds a vision of what schools can become. The final section identifies five goals for

ED 423 656 EC 306 762

Individualized Education Program Team Manual. Includes: Individualized Education Program, Evaluation Review, Manifestation Determination Review.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Legislation; *Individualized Education Programs; Parent Participation; *Records (Forms); Special Education; State Legislation; *Student Evaluation; Teamwork
IDENTIFIERS- Individuals with Disabilities Education Act; Michigan

This manual is designed to assist members of Michigan Individualized Education Program (IEP) teams to be in compliance with state and federal laws relating to programs and services for students with disabilities. It begins by briefly explaining changes in the Individuals with Disabilities Education Act relating to the IEP and parent participation. It then provides information on three forms developed by the IEP team: (1) the IEP; (2) the Evaluation Review, and (3) the Manifestation Determination Review. Components of each of the three forms appear in boxed text throughout the manual and are followed by instructions for completion of the forms. Citations from the applicable federal and state laws and administrative rules are indicated. References from other policy sources are documented, and all legal requirements are accompanied by an appropriate citation. Attachments include a list of suggestions for accommodations and modifications relating to the environment, assignments, presentation of subject matter, motivation and reinforcement, materials, self management, testing, and social integration. Blank forms for the IEP, the Evaluation Review and the Manifestation Determination Review are also attached. (CR)

ED 423 657 EC 306 763

State of Michigan Special Education State Plan for Fiscal Years 1995-1997 as Fully Approved by the Office of Special Education Programs of the U.S. Department of Education on July 10, 1996.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Confidentiality; *Disabilities; *Disability Identification; Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; *Individualized Education Programs; Private Schools; Professional Development; *Special Education; State Federal Aid; State Programs; State Regulation; *Student Evaluation; Student Placement; Student Records; Teacher Education
IDENTIFIERS- Individuals with Disabilities Education Act; Michigan

This report presents the state of Michigan's special education state plan for fiscal years 1995-1997. It includes policies and procedures for complying with the Individuals with Disabilities functions in second language learning is contradictory, yet those functions are an important element in bimodality. In addition, there have been few empirical studies supporting the hypothesis. (Contains 27 references.) (Author/MSE)

ED 423 678 FL 025 479

Picou, Armand; Gatlin-Watts, Rebecca; Packer, James
A Test for Learning Style Differences for the U.S. Border Population.
PUB DATE- 98
NOTE- 13p.; For complete volume of working papers, see FL 025 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Students; Comparative Analysis; Higher Education; Hispanic Americans; *Individual Differences; National Norms; *Screening Tests; Second Language Instruction; Second Language Learning; Second Languages; *Sex Differences; *Spanish Speaking
IDENTIFIERS- Gregorc Style Delineator; *Hispanic American Students; *Mexico United States Border; Texas

This study examined learning style differences in samples of the native Spanish-speaking population of the Texas-Mexico border region, focusing on possible culture- and gender-related variation. Subjects were 187 students at six universities in Texas, who were administered a Spanish translated version of the Gregorc Style Delineator. Results indicate that two learning styles, Abstract Sequential and Concrete Random, dominated with minor differences across samples. The former style was more common among males, and the latter more common among females. It is concluded that faculty at border universities should consider adjusting teaching techniques to fit the learning styles of this population. (Contains 8 references and 6 charts.) (MSE)

ED 423 679 FL 025 480

Liu, Dilin
The Use of Content Lexical Ties in Writing Cohesion: Its Importance and Instruction in ESOL.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cohesion (Written Composition); *English (Second Language); *Language Patterns; Second Language Instruction; *Vocabulary; Vocabulary Development; *Writing Instruction; *Writing Skills

It is argued that many teachers of English for speakers of other languages (ESOL), in attempting to help students deal with the complex task of developing cohesion in their writing, focus on use of functional connectives such as conjunctions while overlooking use of content lexical ties (such as synonymy and hyponymy) despite their usefulness in first-language writing. The various types and use of content lexical ties are reviewed, and examples of ESL student writing are used to illustrate that the lack of content lexical ties is often compounded by misuse of connectives. Exercises are then introduced to help students

Boyles); ""The Americas Award: Authentic Children's Literature in Your Classroom" (Christi Rentsch de Moraga); "NNELL Initiates Dialogue on Vision for Future;" "Culture and Children's Literature: Standards-Based Thematic Units" (Eileen Lorenz, Mari Haas); "Survey Results: Language Instruction Increases in U.S. Elementary Schools" (Nancy C. Rhodes, Lucinda E. Branaman); and "Developing the Language of Mathematics in Partial-Immersion: The Ladder to Success" (Regla Armengol, Ingrid C. Badia). (MSE)

ED 423 700 FL 025 506

Gajo, Laurent, Ed.; Jeanneret, Fabrice, Ed.
La parole, vue et prise par les etudiants (Speech as Seen and Understood by Student).
PUB DATE- 98
NOTE- 140p.
LANGUAGE- French; English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Athletes; Basketball; Bilingualism; Code Switching (Language); Comparative Analysis; Contrastive Linguistics; Discourse Analysis; English; Error Correction; Foreign Countries; French; *Interpersonal Communication; *Language Patterns; Language Research; *Language Role; *Oral Language; Phonology; Second Language Instruction; Second Language Learning; *Second Languages; Speech Skills
IDENTIFIERS- Switzerland

Articles on speech and second language learning include: "Les sequences de correction en classe de langue seconde: evitement du 'non' explicite" ("Error Correction Sequences in Second Language Class: Avoidance of the Explicit 'No'") (Anne-Lise de Bosset); "Analyse hierarchique et fonctionnelle du discours: conversations entre basketteurs a plus de deux locuteurs" ("Hierarchical and Functional Discourse Analysis: Conversations Between Basketball Players with More Than One Interlocutor") (Fabrice Jeanneret); "Alors j'vais vous raconter une histoi:re-' Features of Spoken Language: A Comparison Between English and French" (Sandrine Piaget); "Le role de l'effacement du schwa et de la frontiere lexicale dans la reconnaissance des mots en parole continue" ("The Role of the Effacement of the Schwa and of the Lexical Frontier in the Recognition of Words in Continuous Speech") (Isabelle Racine); "Recovery Time During the Processing of Code-Switches in Bilinguals" (Daniel Schreier); and "Quelques reflexions sur le bilinguisme des locuteurs polonais en Suisse romande" (Some Reflections on the Bilingualism of Polish Speakers in French- Speaking Switzerland") (Gabriela Zahnd). MSE)

ED 423 701 FL 025 507

Stringfield, Sam; Datnow, Amanda; Ross, Steven M.
Scaling Up School Restructuring in Multicultural, Multilingual Contexts: Early Observations from Sunland County. Research Report No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Comparative Analysis; *Cultural Pluralism; *Diversity (Student); *Educational Change;

36 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 720 FL 801 258

The Literacy Line! A Handbook for Creating and Implementing a Work Site Job Specific Literacy Program and Some People Work in the Vineyard Curriculum .
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 175p.; For the final report of this project, see ED 374 690.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; *Agricultural Laborers; Course Content; Educational Needs; English (Second Language); *Mobile Classrooms; Mobile Laboratories; Needs Assessment; Program Descriptions; Program Design; Program Development; Scheduling; *Second Language Programs; Teaching Guides; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- Napa Valley; *Viticulture

The materials include a handbook for development of worksite, job-specific literacy programs and a sample curriculum for vineyard workers in California. The handbook describes the Literacy Line! project, a mobile unit to carry English-as-a-Second-Language (ESL) and job-specific literacy instruction to employees at wineries and vineyards in the Napa Valley (California). The project includes a comprehensive needs assessment of employees and the literacy requirements of wine industry facilities and instruction in an on-site classroom and a mobile classroom and literacy laboratory, featuring flexible classes scheduled according to the seasonal production demands of the industry and support services provided by a bilingual counselor with minority community ties. Instruction has helped workers increase productivity, gain high-technology skills, compete for a wider range of jobs, have opportunities for advancement, communicate better with supervisors and co-workers, and better understand safety regulations. The handbook provides specific information for developing a program, creating partnerships, assessing literacy needs, recruiting students, evaluating students, using community support services, developing a training format and curriculum, and evaluating the program. The curriculum includes a teacher guide, pre- and post-tests, and 20 instructional units. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 721 FL 801 259

Gee, Mary Kay; Ullman, Charlotte
Teacher/Ethnographer in the Workplace: Approaches to Staff Development.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Blacks; *College Faculty; College Programs; Colleges; Departments; Diversity (Institutional); Educational Change; *Faculty Development; Foreign Countries; *Mentors; Postsecondary Education; Program Descriptions; Technical Institutes
IDENTIFIERS- *South Africa

This paper discusses a faculty development program for new faculty at the M L Sultan Technikon in Durban, South Africa, especially as it relates to faculty development programs at other South African institutions. This associate lecturer training program was designed to provide support and training for newly appointed black faculty who did not meet the minimum criteria for appointment as lecturers but had been appointed in an effort to change the faculty demography to make it more representative of the population in the region. Tenured faculty were included in the program as mentors; it was also hoped that the new faculty would act as catalysts for change at the departmental level. The program was set up 8 years ago and is managed by academic staff; it is responsible only for academic faculty development and is needs-based. New faculty have a probationary period of 1 year. Attendance at the induction/orientation program is compulsory; in addition, workshops, seminars, and individual faculty consulting are available. Participants indicated that the program has had a positive impact on the new faculty, their senior faculty mentors, and the departments involved. Three appendixes provide descriptions of the program and the expected performance outcomes. (Contains 15 references.) (CH)

ED 423 740 HE 031 531

Clery, Suzanne
Faculty in Academe.
PUB DATE- 98
NOTE- 8p.; Data analysis based on the National Center for Education Statistics report, "Fall Staff in Postsecondary Institutions, 1995."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Rank (Professional); Adjunct Faculty; *College Faculty; *Data Analysis; Educational Trends; Higher Education; Minority Group Teachers; *Minority Groups; Part Time Faculty; *Sex Differences; *Teacher Characteristics; *Trend Analysis

This report reviews the current characteristics of faculty in higher education institutions compared to those of faculty members 20 years ago. It is based on fall 1995 data and 1976 comparison data. A major finding is a substantial increase (91 percent) in the number of part-time faculty compared with an increase of 27 percent in the number of full-time faculty. In two-year colleges, 64 percent of the faculty worked part-time compared with only 31 percent of faculty in four-year institutions. An increase in the overall number of faculty members is due primarily to a doubling of women faculty members and a tripling of women faculty teaching on a part-time basis. Since 1975, all minorities have increased their share of full-time faculty positions. In 1995, 52 percent of full-time faculty members were tenured and 20 percent were on tenure track; a larger portion of minority faculty members and females such problems as frequent break-ins and unreliable electricity. Also addressed are faculty use of informal communication with students, the dedication of faculty, and developing student tolerance for different customs and foods. Specific strategies used to build tolerance are discussed. These included an open-door policy; the use of technology as a leveler, including required courses in keyboarding and computer applications; posting of "hallmarks" or goals of ANU students; and a view of faculty, staff, and administrators as positive role models. The paper notes that student and faculty unity were also furthered by a succession of crises during the school's first year. Samples of student comments on their ANU experience are attached. (Contains 14 references.) (DB)

ED 423 760 HE 031 555

Boudreau, Thomas E.
Universitas: The Social Restructuring of American Undergraduate Education.
PUB DATE- 98
NOTE- 232p.; Foreword by John M. Carfora.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Strategies; *College Instruction; Developmental Stages; Diversity (Institutional); Educational Change; Educational History; *Educational Philosophy; Higher Education; Interdisciplinary Approach; Learning Processes; School Restructuring; *Undergraduate Study

This book offers a reflective examination of the purposes of undergraduate education and argues for an integrated pedagogy that is intersubjective, interdisciplinary, and intercultural. The book is divided into three general parts. The first four chapters offer a systematic search for the first principles of education, including the educational philosophies of Plato, Alfred North Whitehead, John Newman, and others. This section also addresses such issues as the great books, the debate between large and competing ideas, and social reforms of the university. The second section, chapters 5 through 8, argues for a systematic restructuring of the basic purposes and aims of undergraduate education, based on a structure governed by Whitehead's "developmental stages" or "rhythms" of growth and learning. Also discussed in this section are global and multicultural learning and the campus as community. The final section argues that each university should labor to articulate and implement a unique vision of education. This section includes a chapter on the importance of leadership and one on an examination of Thomas Jefferson's experiment in higher education at the University of Virginia. A concluding chapter summarizes the book's major ideas. (Contains approximately 75 references; individual chapters contain notes.) (DB)

ED 423 761 HE 031 607

Trends in Student Aid, 1998.
PUB DATE- 98
NOTE- 21p.; For a related document, see HE 031 608; for a previous document, see ED 414 800.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; Financial Support; Grants; Higher Education; State Aid; Statistical Data; *Student Financial Aid;

Mount Saint Marys College CA; University of Massachusetts

This brochure describes an initiative of the Association of American Colleges and Universities, Racial Legacies and Learning, designed to foster learning and dialogue about America's racial legacies and opportunities. The project began in early April 1998 with a national Campus Week of Dialogue, and was expected to culminate in campus-community study dialogues at colleges and universities around the country in the fall of 1998. Introductory information provides demographic data showing trends of increasing diversity to the year 2050. Examples are then given of campus-community partners participating in this initiative, including City University of New York, Mount St. Mary's College (California), Bloomfield College (New Jersey), Bowling Green State University (Ohio), and the University of Massachusetts. The brochure ends with an outline of ways that individuals and institutions can become part of this initiative and a list of campus contacts at 76 institutions. A separate annotated summer reading list is included with the document. (DB)

ED 423 780 HE 031 627

Forms Manual. Wichita State University, Student Support Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 147p.; For related documents, see HE 031 628-629.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- College Administration; *Databases; Enrollment Management; Higher Education; *Recordkeeping; *Records (Forms); *Records Management; Reports; Student Records; Tutorial Programs
IDENTIFIERS- *Wichita State University KS

This document consists of forms used by student support services at Wichita State University (Kansas). All forms are computerized using PageMaker 6.0. Many of the forms are intended to be completed on the computer with information then incorporated into the database of current students. Forms are grouped into eight categories: (1) student enrollment forms; (2)student tracking forms; (3) tutorial and training component forms; (4) educational activities and communication component forms; (5) tracking and evaluation component forms; (6) staff forms; (7) computer databases; and (8) staff performance assessment forms. A list of forms and a description of the function of each precedes the forms themselves. (DB)

ED 423 781 HE 031 628

de Silva, Deema
Student Support Services Program--Policies & Procedures Manual. Wichita State University.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 113p.; For related documents, HE 031 627 and 629.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; *Educational Policy; Enrichment Activities; Guidelines; Higher Education; Low Income; Personnel Management; Program Administration; Program Evaluation; Scholarships; Staff Development; Standards; State

Feinberg, Walter
On Higher Ground: Education and the Case for Affirmative Action.
PUB DATE- 98
NOTE- 97p.; Foreword by Julian Bond.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Higher Education; Legal Responsibility; *Minority Groups; Racial Discrimination; Racial Factors; Sex Bias; Theories

This book, in response to recent attacks on principles of affirmative action for minorities, suggests that need-based affirmative action cannot substitute for programs based on race and gender. It proposes a theory of affirmative action based on the contention that affirmative action has three morally defensible goals: (1) correction of systematic and long-standing ruptures of the principle of equal opportunity; (2) advancement of the standing of people who have been discriminated against because of ascribed characteristics such as gender or skin color; and (3) meeting an historical obligation. The five chapters cover such topics as the background and need for a theory of affirmative action; markets, educational selection, poverty, and affirmative action; the case for backward-looking gender- and race-based policy rather than need-based affirmative action; group rights and historical obligations; and need, diversity, and group variation. (DB)

ED 423 801 HE 031 649

Challenges and Choices: The Master Plan for Florida Postsecondary Education. Report and Recommendations by the Florida Postsecondary Education Planning Commission.
PUB DATE- 98
NOTE- 137p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; College Outcomes Assessment; Financial Support; *Higher Education; *Long Range Planning; Master Plans; Partnerships in Education; School Business Relationship; State Aid; Statewide Planning; Teacher Education; Technology
IDENTIFIERS- *Florida

This document presents the master plan for Florida postsecondary education, with recommendations in the areas of access, interdependence, outcomes, and funding. An introduction offers a vision statement for postsecondary education in the state, reviews the planning process, identifies underlying principles, and explains the planning context. The section on access presents 20 recommendations concerning access, productivity, and technology. Next, the section on interdependence offers 17 recommendations which address preparation for postsecondary education, educational partnerships, and the preparation of teachers. The 14 recommendations in the section about postsecondary education outcomes focus on workforce preparation and economic development. The section on funding proposes 14 recommendations addressing the following areas: accountability/performance funding, funding for instruction and research, public education capital outlay, tuition and financial aid, and support for the independent sector. The interaction and collaboration via computer conferencing; the STEPS (Support for Teachers Enhancing Performance in Schools) tool for instructional planning; pre-service teacher preparation; facilitating teachers' Internet use; two-way audio/video distance education environments; learner ability and control; interaction patterns in distance education; visual literacy instruction; designing multimedia for college engineering courses; preK-12 educators' information needs; physical place and lived topographies; enhancing course offerings using interactive technologies; awareness of cognitive style in hypermedia; restructuring course delivery; university faculty Internet use; evaluation of a graduate seminar conducted by listserv; computer-assisted automation of multiplication facts in elementary schools; intergenerational electronic communications in the curriculum; observation skills training for health care professionals; integrated learning systems; and personalized independent learning systems. ERIC document numbers of previous AECT (Association of Educational Communications and Technology) proceedings, AECT Research and Theory Division officers and board, and paper reviewers are listed, and an AECT membership application and fact sheet are included. (DLS)

ED 423 820 IR 019 041

Angeli, Charoula
An Instructional Model for Teaching Literacy: Implications for Instructional Theory.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Writing; Computer Assisted Instruction; Educational Principles; Educational Technology; Elementary Education; Hypermedia; Individualized Instruction; *Instructional Design; *Instructional Development; *Learner Controlled Instruction; Qualitative Research; *Reading Instruction; Reading Skills; Teaching Models; Theory Practice Relationship; *Writing Instruction; Writing Skills
IDENTIFIERS- American Psychological Association; Bubble Dialogue; Conceptual Frameworks

The purpose of the research reported in this paper was the development of a learner-centered instructional model for the teaching of reading and writing skills. Specifically, the 14 APA (American Psychological Association) learner-centered principles were used as the conceptual framework for the development of the model. There are seven iterative instructional events that comprise the instructional model: (1) establish rapport with the learner; (2) engage in informal conversation; (3) make the transition from informal conversation to structured dialogue; (4) promote awareness of correct spelling and proper sentence structure; (5) facilitate the construction of symbolic knowledge; (6) promote reflection; and (7) encourage the learner to assume higher agency in his or her learning. The model was developed using qualitative methods of research. Fifty elementary school children participated in the study; Bubble Dialogue, a HyperCard application, was used by the children to write stories over a period of 7 months. The

(TAFE)--sometimes in conjunction with enterprises' own training companies--was the provider most frequently used by respondents over the past 5 years. The overwhelming majority of respondents stated that choice of training providers was moderately or very important. Concern was expressed that the current trend toward amalgamation of TAFE might restrict enterprises' choice of training providers. The providers associated with the initiatives involving indigenous populations considered ability to customize training more important than choice of provider. (The report contains 17 references. Appended are a table summarizing the allocation of User Choice national project funds to Australia's states and territories and a table detailing the titles, clients, and providers of User Choice proposals by territory.) (MN)

ED 423 369 CE 075 519

Smith, Joy Selby; Smith, Chris Selby; Ferrier, Fran
Key Policy Issues in the Implementation of User Choice. Working Paper No. 8.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 27p.; For a related document, see CE 075 518.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Demand; Educational Finance; Educational Needs; *Educational Policy; Educational Supply; Employee Attitudes; Employer Attitudes; Foreign Countries; *Government School Relationship; Policy Formation; Postsecondary Education; *Program Implementation; School Business Relationship; *School Choice; Secondary Education; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

This working paper examines key policy issues in the implementation of Australia's User Choice policy regarding allocating public funds for vocational education and training (VET). Part 1 explains the process used to obtain stakeholders regarding the User Choice policy, the administrative arrangements required to support it, and issues that must be resolved before its full implementation. Part 2 states the objectives of User Choice, and part 3 identifies its essential elements. The following key policy issues are discussed in part 4: issues related to the need for a common focus on User Choice; demand side issues (distribution of benefits and costs of training among employers, employees, and the government; greater involvement of employers in VET development; User Choice and small business; VET in schools; access and equity issues; information); supply responses (maintenance and enhancement of the momentum for structural reform to achieve a more open and competitive training market; third-party access; costing and pricing; and cost shifting); "thin" markets; and maintenance of the VET base. Part 5 considers matters that must be addressed if User Choice is to be introduced on an effective, sustainable basis. Appended is a discussion of principles underlying identification of user choice policy issues. (MN)

ED 423 370 CE 075 520

Smith, Chris Selby; Ferrier, Fran
The Economic Impact of Vocational Education and Training. Working Paper No. 9.
PUB DATE- 96
NOTE- 12p.; For the conference proceedings summarized here, see

ED 423 387 CE 077 130

Cutting Edges IV. Innovation and New Directions in the Educational Provision of the Workers' Educational Association. WEA Education Development Fund Reports 1996/97.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accreditation (Institutions); Adult Education; Agency Role; Case Studies; *Delivery Systems; Educational Change; *Educational Innovation; *Educational Practices; Educational Trends; Equal Education; Foreign Countries; *Labor Education; Outcome Based Education; Outcomes of Education; Postsecondary Education; Program Development; Research and Development; School Guidance; Teacher Education; Tutors; Voluntary Agencies
IDENTIFIERS- *United Kingdom; *Workers Educational Association

This document reports on five research and development projects that were funded in 1996-1997 by the Workers' Educational Association (WEA) to promote innovation in workers' education in Britain. The five projects and their major activities and/or outcomes were as follows: (1) The Learning Outcomes Strategy Project (monitored and refined a common learning outcomes approach to course evaluation that was initially developed in 1993-1994); (2) The Accreditation Initiative Project (developed a national register of accredited courses designed to provide an overall picture of accredited provision in the WEA and established a network of contacts in each WEA district to provide details of districts' accredited programs and disseminate information within districts); (3) Tutor Training and Support Project (developed and introduced minimum tutor training standards across all WEA districts and developed and supported a network of district training contacts); (4) Equal Opportunities (Access) Project (developed guidelines on equal opportunities issues and practices, formulated a training strategy and materials supporting equal opportunities practices, designed a framework of support for tutors and voluntary members engaged in embedding equal opportunities principles in educational provision, and produced an evaluation methodology for monitoring the training strategy's and materials' effectiveness); and (5) Educational Guidance Project (provided learner-centered, impartial guidance to enhance students' experience of learning). (MN)

ED 423 388 CE 077 131

Bringing down the Barriers. First WEA Submission to "The Learning Age" Consultation.
PUB DATE- 98
NOTE- 21p.; For a related document, see CE 077 132.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Adult Education; Adult Students; Caregivers; Case Studies; Cultural Differences; Disabilities; Educational Needs; *Educational Policy; Ethnic Groups; Foreign Countries; *Lifelong Learning; National Organizations; Needs Assessment; Open Education; *Policy Formation; *Public Policy; Rural Areas; Rural Education; School Guidance; *Special Needs Students; Student Evaluation;

PUB DATE- 98
NOTE- 28p.
LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Distance Education; Educational Certificates; Foreign Countries; French; Illiteracy; Inplant Programs; Labor Force Development; *Literacy Education; Marketing; Needs Assessment; Program Development; Program Evaluation; Program Implementation; Skill Development; Student Evaluation; Student Recruitment; Tests; *Transfer of Training; *Workplace Literacy

This bibliography lists projects, products, learning materials, and other items of interest found in the Literacy Resource Collection in the Human Resource Development Canada Library. Most of the material is available for loan; contact information is provided. The preface appears in both English and French. The 164 materials consist of both English and French language items. Topics covered include: inventory of workplace literacy programs; certificates in workplace education; curriculum; marketing; assessment; needs assessment; basic education in the workplace; basic skill deficiencies in the Canadian workplace; basic skills for the workplace; changing workplace; communication skills; distance education; program evaluation; functional literacy; program implementation; program development; workplace health and safety; illiteracy; issues in workplace literacy; student recruitment; workplace assessment tools; transfer of learning; and skill development. (YLB)

ED 423 407 CE 077 165

Beckmann, Petra
Working Hours and Wishes Concerning Working Hours among Women in Western and Eastern Germany. Results of an Empirical Study from 1995. IAB Labour Market Research Topics No. 27.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Employed Women; *Employee Attitudes; Employment Patterns; Employment Practices; Employment Problems; Flexible Working Hours; Foreign Countries; Labor Market; Occupational Aspiration; *Part Time Employment; Tables (Data); Trend Analysis; *Underemployment; Unemployment; Work Attitudes; *Working Hours
IDENTIFIERS- *Germany

The actual and desired working hours of women in western and eastern Germany were examined by surveying a random sample of 6,742 western and eastern German women aged 18-65 years. Of the women interviewed, 1,800 from western Germany and 1,341 from eastern Germany were in dependent employment. An overall response rate of 52.8% was achieved. Eighty-four percent of respondents in full-time employment in the West and 85% in full-time employment in the East were satisfied with their working hours. Only 16% and 15% of women employed full-time in the West and East, respectively, desired to work fewer hours. Of the women in part-time employment in the West, 27% considered themselves underemployed, 11% considered themselves "overemployed," and 62% were satisfied with the hours they worked. Of the women in part-time employment in the East, 55% considered themselves underemployed, 5% considered themselves "overemployed," and 40% were satisfied with the hours they worked. In the West, 58% of women who were not working were training activities to be implemented in fiscal year 1999 were recommended. (The materials developed through the program are included in this report.) (KC)

ED 423 425 CE 077 217

Cookson, Peter S., Ed.
Program Planning for the Training and Continuing Education of Adults: North American Perspectives.
PUB DATE- 98
NOTE- 508p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Learning; *Continuing Education; Educational Finance; Educational Needs; *Educational Philosophy; *Educational Practices; Marketing; Models; Program Development; Program Evaluation; Student Recruitment; Training
IDENTIFIERS- Houle (Cyril O); Knowles (Malcolm S)

This book provides an overview of program planning for adult learning from philosophical and pedagogical perspectives. It contains 19 papers and an introduction by the editor, Peter S. Cookson. The following are included: "A Conceptual Context for Program Planning" (Peter S. Cookson); "Prototypical Program Planning Models"--"Houle's Fundamental System" (Peter S. Cookson), "The Andragogical Model: The Evolution of a Model of Learning" (Malcolm S. Knowles), and "The Critical Events Model" (Leonard Nadler, Zeace Nadler); "Alternative Program Planning Models" (Huey B. Long); "The Role of the Programmer" (Travis Shipp); "Philosophical and Ethical Considerations" (Ralph G. Brockett, Roger Hiemstra); "Reflecting on What Program Planners Really Do" (Ronald M. Cervero, Arthur L. Wilson); "Examining the External Context" (Peter S. Cookson); "The Nature and Role of the Organizational Sponsor" (Joe F. Donaldson); "What We Need to Know about Adult Learners" (Jovita M. Ross-Gordon); "Determining Program Needs" (Sandra Pearce); "Program Priorities, Purposes, and Objectives" (Thomas J. Sork); "Measurement and Appraisal of Program Success" (David Deshler); "Designing Effective Instruction for Adults" (Burton Sisco, John Cochenour); "Selecting Formats for Learning" (Robert A. Fellenz): "Program Promotion and Marketing" (Michael J. Havercamp); "Reinventing Recruitment and Retention" (B. Allan Quigley); "Adding Value: Program Financing for Program Planners" (Karen E. Watkins, Thomas L. Sechrest); "Staffing" (Daniele D. Flannery); and "Program Planning in Retrospect" (Peter S. Cookson). Each paper contains an abstract and references; the book is indexed by author and by subject. (KC)

ED 423 426 CE 077 218

Imel, Susan
Transformative Learning in Adulthood. ERIC Digest No. 200.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; *Educational Practices; *Educational Theories; *Learning Processes; Learning Theories; Student Role; Teacher Role; Teacher Student

*Prisoners
IDENTIFIERS- Great Britain

This collection of 35 poems, essays, and extracts from daily journals offers insight into the thoughts and experiences of prison education and prison life from the prisoner's perspective. The contributions come from men and women prisoners and young offenders from various ethnic backgrounds from 14 prisons; they demonstrate just how much can be achieved in prisons. Titles are as follows: Reflections of Society; An Easy Option Full of Skivers; Anyway What Did I Want with a Computer; A Lesson from a Fool; The Light of Education; A Silly Old Buffer; My First Week in Education; The Turning Point of My Sentence; An Oasis of Serenity; "Three Paragraphs" I; "Three Paragraphs" II; "Three Paragraphs" III; "Three Paragraphs" IV; "Three Paragraphs" V; This Week My Challenge Was Won; A Complete New Outlook; What's Education For?; The Mind and the Body Link; "Seven Lonely Days"; Encouraged, Not Pushed; An Education; Daft to Waste All the Knowledge I Have Collected, Isn't It?; Literary Terms; Education; Adult Learning; I've Mastered Percentages; 15 Miles to Maidstone; Diary; Words and Birds; My Work Diary; A Week of Learning; We Get Nearer to Our Goal; Still So Much to Read; I Won't Be Back; and Becoming a Fully Fledged Listener. (YLB)

ED 423 443 CE 077 270

Coats, Maggie
Recognizing Good Practice in Women's Education and Training.
PUB DATE- 96
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Choice; *Demonstration Programs; Educational Needs; Educational Practices; Foreign Countries; *Job Training; Nontraditional Occupations; *Nontraditional Students; Professional Development; *Program Effectiveness; Reentry Students; *Reentry Workers; Self Employment; *Womens Education
IDENTIFIERS- *Great Britain

This book identifies features of best practice in women's education and training (WET) in Britain, as revealed in a nationwide search that led to the first National Institute of Adult Continuing Education Award for Good Practice in WET. Chapter 1 describes the process for selecting six awardees. Chapter 2 isolates key issues and themes that gave insight into the way WET is developing and relates them to the current context in which WET is provided. Chapters 3-5 classify WET provision into three broad categories. Extracts from most of the 71 submissions are included. Chapter 3, "Return to Work," includes a range of courses that lead many women toward or into paid employment or self-employment. Chapter 4 focuses on "Return to Learn" and emphasizes giving women opportunities to take up learning at the level and in the context that is appropriate. Chapter 5, "Return to Re-assess," is a collection of examples that allow women to choose from various types of provision or to spend time discovering which might be most appropriate for them. Subsections look at two other types of provision---one focusing on reentry through childcare and parenting and another containing new or innovative programs that do not fit any other description. Chapter 6 poses

This brief handout set begins with a scenario of a baseball game, during which one child swings a bat at another child. Hostility in the classroom and in life is a daily game. More than 30% of new teachers leave within the first five years of teaching; the primary cause is dissatisfaction with student discipline, hostile behavior of children, and inability to control the class. "What is a Bully?" provides characteristics of bullies. "Empowering the Teacher" provides behavior management skills information. "Empowering Victims" discusses skills that victims can develop to stop abusive behavior. "Empowering Bullies" provides insight into the needs of bullies and procedures for turning around the negative behavior. "Empowering the Class" discusses peer influence and conflict management teams. A quote from Ennis Cosby and a picture of him with Bill Cosby is provided. Recommended readings, a guide to resources, references, and cartoons are included. (EMK)

ED 423 463 CG 028 676

Levy, Terry M.; Orlans, Michael
Attachment, Trauma, and Healing: Understanding and Treating Attachment Disorder in Children and Families.
PUB DATE- 98
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attachment Behavior; *Behavior Disorders; *Caregiver Child Relationship; Child Health; Children; Emotional Development; Family Involvement; Individual Development; Parent Child Relationship; Problem Children; Stress Variables; *Therapy
IDENTIFIERS- *Traumas

Attachment is the deep and enduring connection established between a child and caregiver in the first few years of life. It profoundly influences every component of the human condition: mind, body, emotions, relationships, and values. Children lacking secure attachments with caregivers experience many difficulties in life and may grow up to be parents who are incapable of establishing this crucial foundation with their own children. At its most severe, attachment disorder is baffling to parents and many therapists. This sourcebook provides a detailed, readable synthesis of early childhood development information from the perspective of attachment theory, and specific information on how infants connect with or disconnect from caregivers. It examines the causes of attachment disorder, and provides in-depth discussion on effective solutions, including a two-week treatment program. Attachment-focused assessment and diagnosis, specialized training and education for caregivers, the controversial "in-arms" treatment for children and caregivers, and early intervention and prevention programs for high-risk families are discussed. Parenting, the child welfare system, and public policy are discussed. Forms, assessment instruments, materials for training, therapy use, and treatment planning are appended. Contains 470 references and an index. (EMK)

ED 423 464 CG 028 678

Arachtingi, Barrie Mariner; Lichtenberg, James W.
Self-Concept and Self-Esteem as Moderators of Client Transference.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Ability Identification; Blacks; *Culture Fair Tests; *Educational Policy; Educational Testing; Elementary Secondary Education; Foreign Countries; Intelligence Differences; Personality Assessment; *Psychological Testing; Schools; Test Bias; *Test Use; *Values

IDENTIFIERS- *South Africa

This volume examines historic, cross-cultural, and psychometric issues with regard to the use of psychological testing in South Africa. After an introduction in Chapter 1, the following chapters are: "Measurement and Evaluation in Psychology and Education"; "History of the Development of Psychological Tests," which includes intelligence, aptitude, and personality tests; "Approaches to the Assessment of Cognitive Development," which reviews the psychometric, Piagetian, and Soviet approaches, neuropsychologically based instruments, and dynamic assessment. "Psychological Testing: Criticisms, Issues and Controversies," which explores both criticisms and test bias; "Culture and Testing," which discusses the influence of culture on test performance, offers six possible solutions to selection issues, and discusses a Eurocentric versus an Afrocentric approach to testing; "The Role of Psychological Tests in South African Schools," which includes cognitive, individual intelligence, group intelligence, aptitude and proficiency, and personality tests; and "Psychological Testing in South Africa: End of the Road or a New Beginning?" (Contains 95 references.) (EMK)

ED 423 484 CG 028 709

Finigan, Michael

Oregon Public School Drug Use Survey, 1996: Key Findings Report.

SPONS. AGENCY- Oregon State Dept. of Human Resources, Salem.

PUB DATE- 96

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- American Indians; Antisocial Behavior; Cocaine; *Drinking; Driving While Intoxicated; *Drug Use; Elementary Secondary Education; Marijuana; Peer Groups; Predictor Variables; *Public Schools; Risk; Sex Differences; *Smoking; Student Surveys; Violence

IDENTIFIERS- Amphetamines; Inhalants; *Oregon; Smokeless Tobacco

Alcohol, tobacco, and other drug use among public school students continues to be a major concern in Oregon as it is across the nation. This report, the sixth of the biannual public school drug use surveys conducted in Oregon since 1986, discusses major findings. These findings are (1) marijuana use is up for both the eighth and eleventh grades; (2) cigarette use is up for both the eighth and eleventh grades; (3) although still confined to a small percentage of students, use of other illicit drugs such as cocaine and amphetamines is also up; (4) the use of most illicit drugs is still below the levels found in the 1980s; (5) sixth grade use of illicit drugs is the same or lower than in 1994; (6) risk factors for alcohol, tobacco, and other drug use include peers that use; parental attitudes favorable to alcohol, tobacco, and other drug use; adults in the community who use; and peer attitudes favorable to use. A list of 37 key findings is provided. Each key finding is also depicted graphically. A list of risk factors for drug use is included. Seven tables depict differences in the use of 22

"Organization, Functions, and Standards of Practice" (A. Sandeen); (22) Planning and Finance" (J. H. Schuh); (23) "Technology and Information Systems" (L. G. Benedict); (24) "Managing Human Resources" (J. C. Dalton). Part 6, "Laying New Foundations for the Future," presents (25) "Learning from Research on Student Outcomes" (L. L. Baird); (26) "Building on the Past, Shaping the Future" (S. R. Komives, D. B. Woodward, Jr.). Resources appended include (A) "NASPA's Standards of Professional Practice"; (B) "ACPA's Statement of Ethical Principles and Standards"; (C) "ACPA's Policies and Procedures for Processing Complaints of Ethical Violations." (EMK)

ED 423 504 CG 028 751

Archer, James, Jr.; Cooper, Stewart
Counseling and Mental Health Services on Campus: A Handbook of Contemporary Practices and Challenges. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; Counseling; *Counseling Services; *Counseling Techniques; Counselor Training; Guidance Centers; Guidance Programs; Health Education; Higher Education; *Mental Health Programs; Multicultural Education; Prevention; Special Needs Students; Student Development; *Student Personnel Services

The provision of mental health counseling within student affairs in the context of a rapidly changing society, and ever broadening demands as issues such as prevention and diversity are integrated into the scope of counseling are challenged. Part 1, "Meeting the Need for Basic Counseling Services," discusses (1) "Counseling Needs of Today's College Students"; (2) "Brief Therapy: The Model of Choice for College Counseling"; (3) "Group Counseling: Treatment of Choice for Many Students"; (4) "Expanding Services with Faculty, Student, and Other Helpers"; (5) "Alternatives and Adjuncts to Counseling"; (6) "Meeting the Specific Challenges of Serious and Developmental Problems"; and (7) "Counseling with Special Populations." Part 2, "Strategies for Outreach and Systemic Interventions," presents (8) "Promoting Prevention through Outreach and Consultation"; (9) "Counselors as Initiators and Catalysts for Change"; (10) "Supporting Student and Faculty Development"; (11) "Educational and Preventive Responses to Public Health Issues"; and (12) "Promoting Campus Diversity and Multiculturalism." Part 3, "Administrative and Professional Issues," includes (13) "Research and Evaluation for Promoting Service Excellence"; (14) "Ethical and Legal Requirements of Practice"; (15) "Professional Training and Accreditation"; (16) "Organizing and Delivering Counseling Services"; and (17) "Providing Leadership for Quality in Campus Counseling." A list of Program Examples is included. (EMK)

ED 423 505 CG 028 753

Dunkel, Norbert W.; Schuh, John H.
Advising Student Groups and Organizations. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 98
NOTE- 272p.

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Classroom Techniques; *Creative Activities; Learning Activities; Learning Strategies; *Picture Books; Primary Education; Reading Instruction; Reading Writing Relationship; *Story Grammar; *Story Reading; Student Development; Supplementary Reading Materials
IDENTIFIERS- Story Writing

This book helps teachers introduce story elements to children in the primary grades. The book's lessons and activities complement the learning goals teachers have for their classes. The book is divided into sections on character, plot, setting, and theme. It has an introduction at the beginning of each section to bring the learning goals for that story element into focus and which offers suggestions for: (1) adapting these goals to the classroom, (2) introducing the story element, and (3) extending studies. Individual lessons each center around a favorite classroom picture book that demonstrates a particular aspect of the story element being studied. The book's activities and other teaching ideas are easily adaptable to a wide range of children's books. Each of the lessons includes a story summary, learning goals, "reading the book," activity pages, and activities. Suggestions are also offered for integrating the book into reading programs. (CR)

ED 423 525 CS 216 482

Carter, Patricia A.; Holland, Sharon M.; Mladic, Stacey L.; Sarbiewski, Gail M.; Sebastian, Daune M.
Improving Student Writing Skills Using Wordless Picture Books.
PUB DATE- 98
NOTE- 75p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Picture Books; Writing Achievement; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Illinois (Chicago Suburbs); Process Approach (Writing)

An action research project developed a program for improving writing skills. The targeted population consisted of second through fifth grade students in two districts in growing middle to upper class communities, located in suburbs southwest of Chicago. The need for improving writing skills was evidenced by classroom teacher observations, anecdotal records, authentic writing portfolios, and surveys. Research literature supports the assertion that students are unable to effectively communicate for a variety of purposes and audiences through written language. Four probable causes were examined in depth: developmental progression of writing skills; development of oral language skills; required time to teach and evaluate the writing process; and lack of teacher training. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of one major intervention, Wordless Picture Books. Intervention lessons using Wordless Picture Books focused upon the writing skills of sequencing, dialogue, describing words, elaboration, and vocabulary development. Results indicated that the intervention improved the overall growth of writing skills, students to learn purposefully and constructively by reflecting on their own learning processes and by making connections between what they read (whether verbal or visual texts) and the lives they lead. Extending from middle and high school through college composition and English education classrooms, the 27 essays in the book provide practical and innovative ideas to establish a climate that supports reflection; to help students make connections via multiple discursive processes; and to help both students and teachers engage in effective self-assessment. After an introduction, essays in the book are (1) "A Well of Mirrored Mirrors" (Dan Chabas); (2) "Lightbulbs and Pandemonium: Thinking about Thinking" (Jeff Schwartz); (3) "Responding, Reflecting, and Evaluating" (Kathleen and James Strickland); (4) "Stories, Readers, and the World beyond Books" (Renate Schulz); (5) "Reading 'Ceremony,' Reading Ourselves" (Bruce Goebel); (6) Reading Writers/Writing Readers" (Claudia Greenwood and Cynthia Walters); (7) "In Praise of Simple Things" (Carol Jago); (8) "Rainer Maria Rilke's Song' Poems" (Leslie Richardson); (9) "The Perfect Novel for Creative Writing Assignments" (Kathryn Megyeri); (10) "What's the Big Idea? Linking Creative and Academic Writing in the Multigenre Research Paper" (Sheryl Lain); (11) "Writing toward Thoughtfulness through Logs" (Cynthia G. Kuhn); (12) "'You Learn from within Yourself'" (Helen Collins Sitler, Kelly A. Carameli, and Brandi J. Abbott); (13) "Connecting Letter Writing and 'Real Life' in the College Writing Class" (Erika Scheurer); (14) "Living What You Read and Write" (Darrell g.h. Schramm); (15) "Searching for Words To Cross Cultures" (Susan Tchudi and others); (16) "Media Target Assignments' Invite Students to Tune In, Turn On, and Write" (Meta G. Carstarphen); (17) "Activating the Viewing Process" (Richard H. Fehlman); (18) "Vietnam War Literature and the Arts" (Larry R. Johannessen); (19) "Crossing Borders with a Multicultural Poetry Project" (Dana Nevil); (20) "Investigation Waltz" (Daniel L. Kain); (21) "Distinguishing between the Myth and Reality of Self" (Ann Wheeler); (22) "The Project Method in the Literature Classroom" (David S. Miall); (23) "Reflection and Portfolios across the Curriculum" (Barbara King-Shaver); (24) "The Resource and Professional Development Portfolio Projects" (Thomas Philion); (25) "Keeping the Candle Lit through the Fierce Winds: Encouraging Personal Mastery through Portfolios" (Patrick Monahan); (26) "Nourishing Independence through Self-Assessment" (JoAnne P. Miller); and (27) "How-Two: Learning about the Horizons of Our Teaching Selves" (Linda Shadiow). (RS)

ED 423 545   CS 216 510

Fleischer, Cathy, Ed.; Schaafsma, David, Ed.
Literacy and Democracy: Teacher Research and Composition Studies in Pursuit of Habitable Spaces. Further Conversations from the Students of Jay Robinson.
PUB DATE- 98
NOTE- 265p.; Foreword by Jacqueline Jones Royster.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Critical Theory; Democracy; Higher Education; *Language Role; *Literacy; *Rhetoric; Secondary Education; Sociolinguistics; Student Needs; Teacher Education; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Critical Pedagogy; Teaching Perspectives

This collection offers insights into what a democratic vision of literacy looks like in practice. Building on the work of teacher and literacy scholar Jay Robinson, the 10 essays in the and April A. Eichmeier); "Predicting Online Service Adoption Likelihood among Nonsubscribers" (Carolyn A. Lin); "Evidence for Selective Perception in the Processing of Health Campaign Messages" (Ekaterina Ognianova and Esther Thorson); "Revisiting the Knowledge Gap Hypothesis: Education, Motivation, and Media Use" (Nojin Kwak); "Predicting Future Risky Behavior among Those 'Too Young' to Drink as the Result of Advertising Desirability" (Erica Weintraub Austin and Christopher Knaus); "Thoughtful Self-Critique or Journalistic Cannibalism? International Press Coverage of Princess Diana's Death" (Martin Eichholz); "The Third-Person Perception and Support for Restriction of Pornography: Some Methodological Problems" (Ven-hwei Lo and Anna R. Paddon); "A Virtual Fetish: Themes of a Virtual Community as Presented in 'Time' and 'Wired'" (Marjorie Lynne Yambor); "Mood Congruence and the Utility of Sad Media Content--An Exploration of 'Wallowing'" (Kimberly A. Neuendorf); "Identifying Structural Features of Radio: Orienting and Memory for Radio Messages" (Robert F. Potter, Annie Lang, and Paul Bolls); "Video Violence: Desensitization and Excitation Effects on Learning" (Bradford L. Yates and others); "Developing an Integrated Theory of Recall of News Stories" (Margaret H. De Fleur); "Viewer Elaboration about News Video" (Michael Murrie); and "Understanding Deliberation: The Effects of Discussion Networks on Participation in a Public Forum" (Jack M. McLeod and others). (RS)

ED 423 564 CS 509 908

Proceedings of the Annual Meeting of the Association for
  Education in Journalism and Mass Communication (81st,
  Baltimore, Maryland, August 5-8, 1998). History.
PUB DATE- 98
NOTE- 528p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Book Reviews; *Civil Rights; Females; Freedom of Information; Higher Education; *Journalism Education; *Journalism History; *Labor Standards; *Newspapers; Television; Vietnam War; Work Environment
IDENTIFIERS- Journalists; *Media Coverage; National Broadcasting Company; National Public Radio; Spanish American War; World Series

The History section of the Proceedings contains the following 18 papers: "Pioneers in the State Freedom of Information Movement" (Jeanni Atkins and James A. Lumpp); "'Censorship Liberally Administered': Press, U.S. Military Relations in the Spanish-American War" (Randall S. Sumpter); "Two Tales of One City: How Cultural Perspective Influenced the Reporting of a Pre-Civil Rights Story in Dallas" (Camille R. Kraeplin); "'At Our House': A Case Study of Grace B. Freeman, Syndicated Columnist, 1954-1964" (Marilyn S. Sarow); "Journalism behind Barbed Wire: Two Arkansas Relocation Center Newspapers" (Edward Jay Friedlander); "Paving the Road to Hell: National Public Radio in the Lee Frischknecht Years" (Michael P. McCauley); "Hitting from the Left: The Daily Worker's Assault on Baseball's Color Line" (Chris Lamb and Kelly Rusinack); "The Lone Ranger Rides Again: Black Press Editorial Stands on the Vietnam War during the Johnson Administration" (William J. Leonhirth); "'Those Who Toil and Spin': Female Textile Operatives' Publications in New England and the Response to Working Conditions, 1840-1850" (Mary M. Lamonica); "Standing for the Rights of the Black

Margaret-Ann F.; Majestic, Ann L.; Schwartz, Richard A.; Shaw, Brian C.; Smith, Bruce W.
Legal Guidelines for Curbing School Violence.
PUB DATE- 95
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Liberties; Civil Rights; *Compliance (Legal); *Constitutional Law; Disabilities; *Discipline Policy; Dress Codes; Due Process; Elementary Secondary Education; Federal Regulation; Freedom of Speech; Legal Responsibility; School Safety; Search and Seizure; *Student Rights; *Violence; Weapons
IDENTIFIERS- *Gun Free Schools Act 1994; *Individuals with Disabilities Education Act

This publication contains articles that focus on the legal issues that confront schools when they use various means to maintain order and safeguard student well being, and examine the liability that may be imposed if they fail to do so. Following the foreword and the introduction, the articles include: (1) "Legal and Policy Issues in Curbing Violence in Schools" (Ann L. Majestic, Jonathan A. Blumberg, and Ruth T. Dowling); (2) "School Violence and School Discipline" (Margaret-Ann F. Howie); (3) "Discipline After 'Honig v. Doe': Expelling the Disabled Student" (Janet Little Horton); (4) "Constitutional Liability of Schools and School Officials for Student Injuries" (Bruce W. Smith); (5) "Regulating Hate Speech in Public Schools" (Brian C. Shaw); (6) "Student Dress Codes in the 1990s" (Ann L. Majestic); (7) "Schools, Discipline, and the Criminal Justice System" (Richard A. Schwartz); (8) "Undercover Police in the Schools" (Richard L. Schwartz); and (9) "Prohibiting Weapons in Schools" (Richard A. Schwartz and Brian C. Shaw). Appendices contain sample policies, forms, and disciplinary code provisions; a copy of the Gun-Free Schools Act; and Department of Education guidelines for state and local compliance with the act. (LMI)

ED 423 581 EA 028 798

School Law in Review 1997.
PUB DATE- 97
NOTE- 119p.; Compilation of papers presented at the Annual National School Boards Association (NSBA) Council of School Attorney's Law Seminar (Anaheim, CA, April 24-26, 1997).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Civil Rights; *Compliance (Legal); Contracts; Disabilities; Disclosure; *Educational Responsibility; Elementary Secondary Education; *Employer Employee Relationship; Ethics; Freedom of Speech; Higher Education; Lawyers; Nonverbal Communication; Persuasive Discourse; Private Schools; *School Law; Sexual Harassment; Special Education

This compilation of the presentations delivered at the NSBA

DESCRIPTORS- *Class Size; *Educational Assessment; Elementary
Education; *Evaluation Needs; Information Needs; Program
Effectiveness; Program Evaluation; Teacher Student Ratio
IDENTIFIERS- *Class Size Reduction

New federal proposals have fueled national interest in class-size reduction (CSR). However, CSR raises numerous concerns, some of which are addressed in this policy brief. The text draws on the experiences of states and districts that have implemented CSR. The brief addresses the following 15 concerns: Do small classes in and of themselves affect student learning? What conditions are critical to achieving the small-class effect? What do we know about why small classes are academically beneficial? How small is small enough? Can small-class features be identified and used in large classes to create a small-class environment? For how long do students need to be in small classes to gain lasting benefits? Is CSR worth the cost? How much does CSR typically cost? Are there ways to contain the costs of reducing class size? Is the necessary infrastructure in place to support CSR? Should CSR be used in conjunction with other strategies? Will CSR be optional or mandatory? Will the funding be flat or wealth-adjusted? Will there be a rigid cap or is the number of students per class flexible? Will small classes be self-contained or team-taught? A brief overview of four CSR initiatives is presented. (Contains 27 endnotes.) (RJM)

ED 423 601 EA 029 369

McRobbie, Joan
Can State Intervention Spur Academic Turnaround? State
Intervention, Spring 1998.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 98
NOTE- 13p.; Paper developed from a Fall 1997 meeting cosponsored
by the State Education Improvement Partnership at the Council
of Chief State School Officers, the Nevada Department of
Education, and WestEd.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Change; Educational
Improvement; *Educational Malpractice; Educational
Responsibility; Elementary Secondary Education; Outcome Based
Education; *Performance; School Restructuring; *State School
District Relationship

Many states are adopting results-oriented school accountability systems. Some of the difficult issues that states are working through as they set up and implement strategies for academic intervention are discussed in this report. The report examines the "machinery" that needs to be in place to enable and support a program of state intervention with low-performing schools. The text focuses on the policy framework, such as the measures to be used and the rewards and sanctions that will be imposed, and the triggers for sanctions. The report also looks at some cross-cutting issues such as fairness, focus, coherence, understandability, capacity building, and legal defensibility. The report outlines what the nature of sanctions should be if schools fail to perform and describes what can be done when a state intervenes, such as examining and reexamining intervention strategies, using a common set of strategies across all schools, keeping the management system simple, focusing on measuring what is important, and expecting costs to be high. Some of the key elements of a school turnaround appear to be instilling legitimacy, reciprocity, and trust; capacity

DESCRIPTORS- Agency Cooperation; *College School Cooperation; College Students; *Deafness; High Schools; Higher Education; *Partial Hearing; *Self Management; *Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- Gallaudet University DC; Missouri School for the Deaf; North Carolina School for the Deaf; Saint Louis Community College MO

These four conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on transitioning from high school to college. The first paper, "Transitioning Collaboration with Schools and Vocational Rehabilitation" (Catherine Wilson and Wayne Giese), describes the North Carolina School for the Deaf's collaboration with the state vocational rehabilitation agency. The second paper, "Transition Planning: A High School-Postsecondary Connection" (Theresa Smythe and others), discusses the partnership between the Missouri School for the Deaf and St. Louis Community College. A transition workshop organizer and agenda is included. "Your Parents Are Not with You Anymore" (Charlotte O. Kirby and Tris Ottolino), describes the Program for Hearing Impaired, a one-year transition program following high school graduation which provides young adults who are deaf or hard of hearing with the realistic opportunity to evaluate and improve their academic, vocational, social, and independent living skills. The last paper, "Perspective on Liberal Arts Learning: First Year Seminar" (Catherine Andersen and others), describes a seminar that teaches freshmen or transfer students at Gallaudet University study skills and time management, resource utilization, and the societal functions of institutions of higher learning. (Some papers contain references.) (CR)

ED 423 620   EC 305 950

Kolvitz, Marcia, Ed.
Examining Academic Issues.
PUB DATE- 96
NOTE- 58p.; Section 3 of Challenge of Change: Beyond the Horizon, Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 947.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Communication Skills; Computer Managed Instruction; Computer Software; *Deafness; English (Second Language); Evaluation Methods; Higher Education; Literacy; *Partial Hearing; Portfolio Assessment; Portfolios (Background Materials); Science Instruction; *Second Language Instruction; Sign Language; *Student Evaluation; Thinking Skills

These six conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on academic issues relating to individuals with deafness or hard of hearing. The first paper, "Exploring Assessment Alternatives for Deaf Students" (Karen Clack), discusses different methods of evaluating students such as self-assessments, critical thinking analyses, communication analyses, and student-generated portfolios. The second paper, "Classroom Assessment of Writing: Purpose, Issues, and Strategies" (John Albertini), provides strategies for assessing the writing of students with deafness. "Teaching ESL to ASL Users" (Anna Vammen and others), highlights the collaboration efforts of the Disability Support Services program and the transforming the vision into reality and redesigning the provision of special services for all students. The goals include: (1) educational services for all students will be managed at the building level; (2) student-centered assessments, curriculum, and instruction will be developed, implemented, evaluated, and continually improved for every student; (3) teachers and support staff will blend their talents, training, and experience to meet the individual needs of every student; (4) all students will have a transition plan linking curriculum and post-school outcomes; and (5) school and community services will be coordinated to meet the education, health, and welfare needs of students and families. Barriers and bridges related to each goal are outlined. (Contains 15 references.) (CR)

ED 423 639 EC 306 714

Burton, Mallory
Solutions for a One Handed Typist.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Microcomputer Technology in Special Education and Rehabilitation Conference (Minneapolis, MN, October 21-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Adults; *Assistive Devices (for Disabled); Children; *Computer Software; Computers; Foreign Countries; *Keyboarding (Data Entry); *Physical Disabilities; *Typewriting; *Word Processing

This paper describes different products to assist students who are only able to use one hand while typing. Information is provided on: (1) access features in Macintosh and Windows95, including Easy Access (Mac) and Accessibility Options (Win95) which allow the user to press a key such as the shift key and subsequently press the letter to be capitalized instead of pressing both at the same time; (2) keyboard navigation, hot-keys, and shortcuts; (3) access features in word-processing programs; (4) word prediction software; (5) on-screen keyboards; (6) one-handed typing programs; (7) alternate keyboard and layout options; (8) alternate keyboards; and (9) voice files and voice recognition. (CR)

ED 423 640 EC 306 715

Browning, Philip; Rabren, Karen
Transition V & VI in Alabama: A Profile of Commitment. State Conference Proceedings.
PUB DATE- 97
NOTE- 202p.; Proceedings of the Annual Statewide Conference on Transition (5th, Auburn, Alabama, February 8-10, 1995) and Proceedings of the Annual Statewide Conference on Transition (6th, Auburn, Alabama, February 28-March 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; *Career Development; Coordination; Daily Living Skills; *Disabilities; *Education Work Relationship; Family Involvement; High Schools; School

Education Act (IDEA) and state regulations. Chapters address: (1) the right to education; (2) full educational opportunities, goals, and time lines; (3) child identification; (4) confidentiality of personally identifiable information; (5) Individualized Education Programs; (6) procedural safeguards, including policies on parental notice and consent, opportunity to examine records, independent educational evaluations, due process hearings, mediation, attorneys fees, and surrogate parents; (7) least restrictive environment; (8) protection in evaluation procedures; (9) responsibility of the state education agency for all educational programs; (10) comprehensive system of personnel development; (11) participation of private school children in public school special education programs and services; (12) recovery of funds for misclassified children; (13) notice and opportunity for hearing on public agency application; (14) annual evaluation; (15) use of Part B IDEA funds; (16) the state education agency's monitoring procedures; (17) interagency agreements; and (18) personnel standards. (CR)

ED 423 658 EC 306 767

Trach, John S.
Research in Rehabilitation Counselor Training on Supported Employment and Transition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Decision Making; *Disabilities; Employer Attitudes; Graduate Students; Higher Education; Instructional Effectiveness; *Job Placement; Motivation; Personal Autonomy; Preservice Teacher Education; Severe Disabilities; *Supported Employment; Surveys; *Transitional Programs; *Vocational Rehabilitation; *Work Environment
IDENTIFIERS- Medicaid

This monograph contains eight studies on supported employment and transition conducted by graduate students in rehabilitation counselor training programs. Chapter 1, "Income Allowance Policies of State Medicaid Agencies as Work Incentives or Disincentives for ICR/MR Residents" (James A. Mayer and others), found in a survey of six Midwestern states that although some state Medicaid agencies have had work incentive policies for ICF/MR residents for some time, others continue to utilize policies that are a disincentive to work. Chapter 2, "Special Education Preservice Training: Competencies Related to Vocational Rehabilitation" (Debra L. Shelden and John S. Trach), found in a survey of 61 special education personnel preparation programs that fewer performance competencies were required than knowledge competencies. Chapter 3, "Analysis of the Types of Natural Supports Utilized during Job Placement and Development" (John S. Trach and Camille D. Mayhall), analyzed placements of individuals with severe disabilities in integrated work settings and found that supported employment professionals implemented primarily natural supports. Chapter 4, "Perceptions of the Supported Employment Job Search Process: Who Makes the Choices" (Amy E. Dwyre and John S. Trach), explores the issues relating to choice in the job selection process for individuals with cognitive impairments. Chapter 5, "Employers' and Service Providers' Perspectives Regarding use content lexical ties to improve both cohesion and overall quality in their writing. (Contains 14 references.) (MSE)

ED 423 680 FL 025 481

Wilcox, Wilma B.
Microphone Phenomena Observed with EFL Students.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; College Students; *English (Second Language); Foreign Countries; Higher Education; Intensive Language Courses; *Microphones; Popular Culture; *Pronunciation; *Public Speaking; Second Language Instruction; Sociocultural Patterns; *Speech Skills
IDENTIFIERS- *Japanese People

This study investigated changes in the speech patterns of Japanese college students in an intensive English language course when using a microphone, focusing in part on possible links to "karaoke" activities common in Japan, in which participants sing along with music using a microphone. The researcher first observed several karaoke parties in which selections were sung in both English and Japanese. Later, in a classroom context, university students in advanced English classes were videotaped in English debates using microphones, and students were then surveyed using both a Likert scale and interviews (without microphone) about public speaking and microphone use. It is suggested that microphone use helps students overcome shyness and enjoy public speaking, gives the speaker control of the floor and of turn-taking expectations, increases self-confidence, and may assist in the speaker's self-monitoring. It is also concluded that the karaoke style carries over into the classroom in this situation. (Contains 20 references.) (MSE)

ED 423 681 FL 025 482

Bethin, Christina Yurkiw
Slavic Prosody: Language Change and Phonological Theory. Cambridge Studies in Linguistics 86.
PUB DATE- 98
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Diachronic Linguistics; *Language Patterns; Language Research; *Linguistic Theory; *Phonology; *Slavic Languages; *Suprasegmentals; *Syllables

The history of Slavic prosody gives an account of Slavic languages at the time of their differentiation and relates these developments to issues in phonological theory. It is first argued that the syllable structure of Slavic changes before the fall of the jers and suggests that intra- and intersyllabic reorganization in Late Common Slavic was far more significant for Slavic prosody than the loss of weak jers. A case is then made for the existence of a bisyllabic prosodic domain in Late Common Slavic and trochaic metrical organization. One significant finding is that the syllabic trochee was supported by a redistribution of quantity. Finally, the implications of Slavic data for phonological theory are

Elementary Education; Ethnic Groups; *Language Minorities; Minority Groups; *Organizational Change; Program Descriptions; Program Implementation; School Districts

Early observations of 13 culturally and linguistically diverse elementary schools, each of which is implementing one of six internally-developed school restructuring designs, are reported here. The schools are all located in one demographically diverse county, and the restructuring process occurred over a 4-year period. The study examined a range of processes and outcomes at each site through a combination of qualitative and quantitative methods. The report focuses exclusively on implementation issues. It examines variability in fidelity of implementation across sites, citing possible explanations for the variance and describing some of the factors that may affect the successful implementation of the six designs over time in the multilingual, multicultural schools. To illuminate how the various reform designs can be modified to provide high quality educational services to students in diverse contexts, the successes and challenges the schools are experiencing in adapting the designs to suit the students' needs are discussed, and conditions that facilitate and hinder implementation are identified. (MSE)

ED 423 702 FL 025 515

Barfield, Susan C.

Evaluation of the National Endowment for the Humanities Fellowships for Foreign Language Teachers K-12.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Geraldine R. Dodge Foundation, Morristown, NJ.

PUB DATE- 94

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Attitudes; Cultural Education; Elementary Secondary Education; *Fellowships; Interviews; *Language Proficiency; *Language Teachers; Language Tests; Principals; Program Effectiveness; Program Evaluation; *Second Language Instruction; *Second Languages; State Supervisors; *Study Abroad; Summer Programs; Surveys; Teacher Attitudes

IDENTIFIERS- Geraldine R Dodge Foundation; *National Endowment for the Humanities

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 is a summer fellowship program for elementary and secondary school foreign language teachers, and allows teachers to spend 6 weeks abroad developing language skills and an understanding of the target culture. Evaluation of the program included: teacher oral language proficiency testing; a survey of participants, their principals, state foreign language supervisors, Academic Alliance coordinators, and teachers who requested an application but did not submit it. The evaluation investigated how the program was perceived in the foreign language community, the oral language proficiency level of participants and changes during the fellowship, how the program acts as a professional development tool, whether the program facilitates new perspectives or materials for the foreign language classroom, and how the program could be improved. Results indicate that the program is well-designed and continues to strengthen foreign language teaching in the nation's schools. (MSE)

ED 423 703 FL 025 516

DESCRIPTORS- *Action Research; Adult Education; Data Collection; *Educational Needs; Ethnography; *Inplant Programs; Interviews; *Labor Force Development; Models; Needs Assessment; Photographs; *Research Methodology; *Staff Development; Teacher Role; Work Environment

Use of ethnographic methods to assess learning and staff development needs for workplace adult education programs is discussed, focusing on the teacher's role as ethnographic researcher. Four stages of ethnographic research are identified: (1) open-ended, inductive study; (2) structured observation; (3) analysis; and (4) speculation and sharing of findings. Characteristics of the ethnographic researcher's approach and behavior are also noted. Two models of data collection are presented. The first, use of photography, is intended to create a record of the workplace, identify its technology status and needs, and create an image for later analysis and sharing. Tips for taking and analyzing photographs are noted. The second data collection method discussed is the use of interviews. Five kinds of interview questions are discussed: "grand tour" or overview; specific task- or area-related questions; asking for examples; eliciting experiences; and questions about use of job-related terminology. An interview form is included. Benefits of using these data collection methods are noted, and similarities and differences in workplace and adult basic education are outlined. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 722 FL 801 261

Huerta-Macias, Ana
Chapter 1 Regular Even Start Project. Independent Evaluation Report, 1994-1995.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Education; Citizenship Education; Day Care; Early Childhood Education; *English (Second Language); *Family Literacy; *Family Programs; High School Equivalency Programs; Infants; Intergenerational Programs; *Limited English Speaking; *Literacy Education; Parenthood Education; Program Effectiveness; Program Evaluation; Toddlers
IDENTIFIERS- Even Start; *Ysleta Independent School District TX

The report presents an evaluation of the Ysleta Independent School District (Texas) state-funded Even Start Project, a comprehensive family literacy program consisting of adult education (basic skills, English as a second language, citizenship, transition to college), intergenerational literacy classes with preschool children, early childhood education through home visits, parenting classes, and infant and toddler care for participating families. The project is implemented at a government housing complex. The evaluation uses data collected through ethnographic methods (parent and staff interviews, site visits, participant observations, non-participant observations, journals) and conventional quantitative administrative data to investigate attainment of five specific program objectives from the perspectives of participant families, staff, and the community. Appended materials include interview questions (Spanish and English) and guidelines, a copy of the recruitment flyer, forms for recording specific family interest and planning instruction, a were on tenure track than were white, non-Hispanic faculty members or males. Twenty-nine percent of full-time faculty members were professors: 36 percent of men had this rank; the highest percentage of women was at the assistant professor level. Tables and figures provide additional detail. (DB)

ED 423 741 HE 031 533

Medicare. Concerns with Physicians at Teaching Hospitals (PATH) Audits. Report to the Chairman, Subcommittee on Health, Committee on Ways and Means, House of Representatives.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Audits (Verification); College Faculty; Compliance (Legal); Federal Aid; *Federal Programs; Higher Education; Medical Education; *Medical Schools; *Physicians
IDENTIFIERS- *Department of Health and Human Services; *Medicare

This report evaluates the Department of Health and Human Services PATH (Physicians at Teaching Hospitals) initiative involving audits of Medicare billing processes and procedures. The PATH audits resulted from concerns that medical records did not adequately document the direct involvement of teaching physicians in services provided by resident physicians and that some teaching physicians had "upcoded" claims, i.e., billed for more expensive services than were provided. The academic medical community has criticized the PATH initiative regarding the billing and documentation standards that were in effect during the time periods under review and contends that the Department of Justice is coercing settlements from teaching institutions. This report found that the Office of Inspector General (OIG) at Health and Human Services does have a legal basis for applying the specific criteria used in the PATH initiative and that the requirement that a teaching physician to be physically present to bill for services performed by residents is a longstanding requirement of the Medicare program. The evaluation also found that OIG's audit methodology was reasonable but that OIG's plan to audit all major teaching hospitals is probably not cost effective. Appendices detail the evaluation's scope and methodology and list key events related to the PATH initiative. (DB)

ED 423 742 HE 031 535

Hoffman, Allan M., Ed.; Schuh, John H., Ed.; Fenske, Robert H., Ed.
Violence on Campus: Defining the Problems, Strategies for Action.
PUB DATE- 98
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Environment; Crime; Crisis Intervention; *Educational Environment; Educational Facilities; Females; Higher Education; Prevention; *School Safety; *School Security; Security Personnel; Sexual Harassment; Student Personnel Services; Substance Abuse; *Violence

This book addresses issues in dealing with campus violence, including types of violence on campuses, trends in campus violence, effects of increasing concerns about campus violence,

*Student Loan Programs; Tables (Data); Trend Analysis; *Work Study Programs
IDENTIFIERS- Direct Lending; Family Education Loan Program; Federal Direct Student Loan Program; Pell Grant Program; Stafford Student Loan Program; State Student Incentive Grants

This report presents annual data on the amount of financial assistance grants, loans, and work-study available to postsecondary students. Text and 14 tables and figures explain and display a variety of data for the period 1987-88 through 1997-98, covering virtually all federal aid and most of the state and institutional assistance programs available to students. Trend data presented includes: aid awarded to postsecondary students in current dollars; aid awarded in constant dollars; average tuition and fee charges; cost of attendance; selected income measures in current and constant dollars; number of recipients and aid per recipient for Pell Grant, state Student Incentive Grants, and campus-based programs in current and constant dollars; aggregate number of loans and average loan amount for the Federal Family Education Loan Program and the Ford Direct Student Loan Program; percentage distribution of aid from the Federal Pell, campus-based, Stafford Loan, and Parent Loans to Undergraduate Student programs by type of institution; grant, loan, and work-study funding in current and constant dollars as a percentage of total aid; and federal Pell Grant awards in current and constant dollars. Appended are two tables which provide data back to 1963-64 and two additional tables concerning loans. (DB)

ED 423 762 HE 031 608

Trends in College Pricing, 1998.
PUB DATE- 98
NOTE- 22p.; For a related document, see HE 031 607; for a previous document, see ED 414 800.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cost Estimates; Differences; *Expenditure Per Student; Federal Aid; Higher Education; *Parent Financial Contribution; Private Colleges; Public Colleges; Regional Characteristics; Statistical Data; *Student Costs; Student Financial Aid; Tables (Data); *Trend Analysis

This report presents data on college costs from the Annual Survey of Colleges for the 1998-99 academic year, as well as trends in costs over the past 25 years and analyses of college prices in relation to family income and available financial aid. Ten tables and seven figures present such data as average fixed charges for undergraduates, sample undergraduate budgets, average tuition and fees in current and constant dollars, and 10-year comparison of tuition and fees by region and institution type. Data highlights include the following: (1) average tuition at public four-year institutions is $3,243, an increase of 4 percent over 1997-98; (2) the Southwest has the lowest and New England the highest tuition rates at both private and public institutions; (3) since 1980 college prices have risen between two and three times the Consumer Price Index; (4) almost three-quarters of students at four-year institutions pay less than $8,000 in tuition and fees; (5) student aid has increased in total value but not enough to keep pace with rising tuition; and (6) there has been a decline in state and federal funding for higher education which has resulted in greater costs for students and families. (DB)

Universities; *Student Development; *Student Personnel Services; Tutorial Programs
IDENTIFIERS- First Generation Students; TRIO Programs; *Wichita State University KS

This guide presents policies and procedures of the Student Support Services Program at Wichita State University (Kansas) that are designed to serve the special needs of limited-income and first-generation college students. Part 1, an overview of policy, includes the program's mission statement, a statement of principles, general guidelines concerning staff time and use of resources, and a statement of program goals and objectives. Part 2 describes the program's staff component, including job descriptions and sample job performance agreements for project staff, as well as an explanation of the time commitment of key project staff. Part 3 presents policies and procedures of the tutorial and training component. Subsections address policies and procedures for tutors, hours of tutoring, tutor training, student-tutor contracts, tutor responsibilities, mid-semester conferences, and continuous rehiring. Part 4 details policies and procedures for administering and awarding seven specific scholarship programs. Part 5 covers the educational activities and communication component. Subsections address the educational enrichment workshop, study skills advocacy, textbook library loan program, typewriter and computer use, the cultural spring fling, and computer equipment. The final section, part 6, is on the tracking and evaluation component, with subsections on database files, transcript analysis, evaluations, monthly reports, and the U.S. Department of Education performance report. (DB)

ED 423 782   HE 031 629

de Silva, Deema
Program Overview and Performance. Fall 1997, Spring 1998, Summer 1998. Wichita State University.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 155p.; For related documents, see HE 031 627 and 628.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; College Outcomes Assessment; Higher Education; Low Income; Program Evaluation; School Counseling; State Universities; *Student Development; Study Skills; Tutorial Programs
IDENTIFIERS- First Generation Students; *Student Support Services; TRIO Programs; *Wichita State University KS

This report describes activities of the Student Support Services Program at Wichita State University (Kansas) during 1997-1998, the second year of a five-year federal grant. The program is designed to meet the special needs of limited-income and first-generation college students, and includes study-skill development, peer tutoring, and academic and personal counseling. Text, tables, figures, photos, meeting agendas, flow charts, questionnaires, and forms are organized into the following broad sections: program overview, the tutorial component, the educational activities and communication component, and the tracking and evaluation component. Among the specific items included are the following: mission statement, process chart of student support services, organizational framework, professional development and training, tutorial component process chart, tutor orientation and training, the book loan library program, the 19th annual cultural spring concluding section reviews 10 broad goals. Appended materials include a list of planning commission members and staff, and exhibits which present further detail in support of each of the document's main sections. (DB)

ED 423 802 HE 031 650

Jewett, Frank
Course Restructuring and the Instructional Development Initiative at Virginia Polytechnic Institute and State University: A Benefit Cost Study.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.; State Higher Education Executive Officers Association.; Interuniversity Communications Council (EDUCOM), Princeton, NJ.; California State Univ., Seal Beach. Office of the Chancellor.
PUB DATE- 98
NOTE- 29p.; This report is one in a series from a project entitled "Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Curriculum; Computer Assisted Instruction; Computer Mediated Communication; Computer Networks; Computer Uses in Education; *Cost Effectiveness; *Course Evaluation; *Curriculum Development; *Educational Technology; Expenditure per Student; *Faculty Development; Higher Education; Internet; Microbiology; Philosophy; World Wide Web
IDENTIFIERS- *Virginia Polytechnic Inst and State Univ

This report documents benefits and costs of restructuring two undergraduate courses at Virginia Polytechnic Institute and State University to better utilize instructional technology. Professors of the two courses, one in philosophy and one in microbiology, participated in workshops designed to help faculty explore the potential of electronic instructional technology and then restructured their courses to incorporate this technology. Learning outcomes from courses held in the spring of 1997 were evaluated. Students in the Web-based philosophy course section scored somewhat better than, or as well as, students in the traditional lecture section on 15 of 16 essay-scoring criteria. Learning outcomes from the microbiology course suggest no effect on grades of students taking the course, either before or after its redesign. Students in both restructured courses mentioned such advantages as better access to course materials. Institutional renewal through the instructional development initiative was also found. Analysis of costs (including the workshops, course conversions, and workstations for faculty and students) suggests that if 25 percent of a student's entire degree program were taken in these restructured courses, the cost per student would increase by $331 to $465. (DB)

ED 423 803 HE 031 651

Clagett, Craig A., Ed.
Celebrating the Past. Preparing for the Future.
PUB DATE- 98
NOTE- 118p.; Prepared for distribution at the Annual Meeting of the North East Association for Institutional Research (25TH, Philadelphia, PA, Nov 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

paper contains two figures illustrating Bubble Dialogue in use and a diagram of the instructional model. This study promotes a learner-centered paradigm of instruction, one that is fundamentally different from traditional practices, as it places the learner in the center of the learning process and emphasizes meeting individual learning needs at different rates. (Author/DLS)

ED 423 821 IR 019 042

Bateman, William E.; Harvey, Francis A.
Hypermedia Navigation: Where Do We Go from Here?
PUB DATE- 98
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Database Design; *Databases; *Design Preferences; *Hypermedia; Information Systems; Learning Theories; Literature Reviews; Maps; *Navigation (Information Systems); Research Proposals; Screen Design (Computers)
IDENTIFIERS- Database Development; Hyperspace; Links (Indexing)

This paper examines the main issues in hypermedia navigation, proposes research questions, and suggests a methodology for resolving those questions. The paper begins with an overview of navigation and a discussion of design issues in hypermedia databases, including being lost in hyperspace, the use of hypermaps, proper balance between links and nodes, level of learner control, and learning theories implemented in hypermedia applications research questions addressing the following design considerations for hypermedia databases are outlined: (1) screen layout; (2) use of color; (3) use of hypermaps or other locational devices; (4) degree of consistency to use in the design of navigation; (5) types of pathways for transit; (6) level of user control; (7) use of a help function; and (8) relationship between the learning styles of users and the navigational controls. A methodology for proposed research on hypermedia navigation is then presented; the proposed research will utilize the Perseus Project, a 10-year-old Harvard University interactive database on Greek Civilization, to examine whether hypermedia databases created in the past can be significantly improved by introducing navigational features that currently are advocated by hypermedia designers. Three figures depicting the Perseus system are included. (Contains 37 references.) (DLS)

ED 423 822 IR 019 043

Bennett, Linda; Pye, Jon
Technology: Creating a Community of Thinkers.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English

ED 413 513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Competency Based Education; *Conferences; Corporate Education; *Economic Impact; *Education Work Relationship; Educational Practices; Educational Research; Educational Trends; Foreign Countries; Government School Relationship; *Industrial Training; International Educational Exchange; Partnerships in Education; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- Europe; Impact Studies; North America; *TAFE (Australia)

In December 1995, the Centre for the Economics of Education and Training (CEET) of Monash University in Victoria, Australia, conducted a 2-day conference on the economic impact of vocational education and training (VET). The following topics were among those discussed in the conference papers: the major changes that have been occurring in the size, structure, and objectives of education in Australia; the international context for VET (as perceived by an expert from North America, Professor Grubb, and an expert from Europe, Dr. Bertrand); structural change in Australian industry and its implications for VET; the lack of a national approach to VET in Australia; the structure, size, composition, and balance of the VET system in Australia following the training market reforms of the Keating government; effects of different forms of postschool education on the earnings of full-time employees; recent and continuing research on VET in which the CEET is involved; the need for and a framework for an international, global perspective on work and training; skills required by small high-tech exporters; VET at the enterprise level; current issues in VET in the United States at the secondary and postsecondary levels; competency-based training in Australia; and the link between VET and industrial relations. (MN)

ED 423 371 CE 076 798

Smith, Chris Selby, Ed.
Research and VET Decision-Making: February 1997 Symposium (Melbourne, Australia, February 19-20, 1997).
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Community Education; Conferences; *Decision Making; *Educational Policy; Educational Practices; *Educational Research; Foreign Countries; Government School Relationship; Policy Formation; Postsecondary Education; *Research Utilization; School Business Relationship; School Community Relationship; Secondary Education; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *Australia; TAFE (Australia)

This document contains the speaking notes, spoken comments, and prepared papers of the participants in a 1997 symposium on utilization of vocational education and training (VET) research in VET decision making in Australia. The document begins with the "Introduction" (Chris Selby Smith). The next six sections contain the speaking notes and/or comments of the individuals

Unemployment; Unions; Voluntary Agencies
IDENTIFIERS- *United Kingdom; Workers Educational Association

The Workers' Educational Association (WEA) is a national voluntary organization dedicated to giving adults in the United Kingdom access to organized learning. In a response to the British government green paper "The Learning Age," the WEA outlined its positions regarding lifelong learning and its recommendations regarding increasing the following groups' access to organized learning: educationally disadvantaged adults; unemployed people; parents/caregivers of young children; residents of socially deprived urban and rural areas; members of ethnic communities; frail elderly; adults with learning difficulties/disabilities; prisoners; adults with physical disabilities; adults recovering from mental illness; caregivers of adults with physical or mental disabilities; refugees; trade unionists; and members of community-based organizations. The following issues were emphasized: ensuring equality of opportunity of access to provision; providing appropriate educational guidance; valuing quality of learning through identification of learning outcomes; and developing progression routes and learning pathways. Six case studies were presented to illustrate the following strategies for improving access to organized learning: strong base in local communities; effective partnerships with other community-based agencies; effective links with statutory bodies; flexible and innovative approaches to learning, evaluation of learning, and assessment; recognition of all types and levels of learning; and increased use of new technologies in education. (MN)

ED 423 389 CE 077 132

Realising the Vision. Second WEA Submission to "The Learning Age" Consultation.
PUB DATE- 98
NOTE- 28p.; For a related document, see CE 077 131.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; Adult Learning; Adult Students; Career Guidance; Community Education; Continuing Education; *Education Work Relationship; *Educational Finance; *Educational Policy; *Educational Quality; Educational Technology; Evaluation Methods; Financial Support; Foreign Countries; Government School Relationship; Job Training; *Lifelong Learning; National Organizations; National Standards; Nontraditional Students; Position Papers; Postsecondary Education; Program Evaluation; School Business Relationship; School Guidance; Student Certification; Unions
IDENTIFIERS- *Great Britain; Individual Learning Accounts (England); *Learning Society; Workers Educational Association

The Workers' Educational Association (WEA) developed a series of recommendations in response to the British government consultation paper "The Learning Age: A Renaissance for a New Britain." The recommendations addressed the following areas: individual learning revolution; investing in learning; learning at work; realizing the learning age; ensuring standards, quality, and accountability; and recognizing achievement. Specific recommendations to Britain's government included the following: support and encourage participation and contribution of voluntary sector and community-based organizations in the University for Industry's service provision; strengthen the funding base for community and related provision for adult learners; end discrimination against older learners operating satisfied with their situation and 42% wanted to work. In the East, on the other hand, 80% of those who were not working wanted to work and only 20% were content not working. (Twenty-one tables/figures and 24 references are included.) (MN)

ED 423 408 CE 077 166

Engelbrech, Gerhard
Total (E)quality Management: Paradigmatic Shift in Personnel Management. IAB Labour Market Research Topics No. 28.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employed Women; Employer Employee Relationship; *Employment Practices; *Equal Opportunities (Jobs); Foreign Countries; Government Role; *Personnel Management; Public Policy; *Sex Fairness; Small Businesses; Systems Approach; *Total Quality Management; Trend Analysis
IDENTIFIERS- *Germany

In Germany as elsewhere, enterprises are becoming increasingly convinced that the initial costs of increasing attention to promoting the employment of women are offset by the medium- and long-term benefits to the enterprise because of a larger pool of qualified female employees. This attitude change is partly due to the fact that, in western Germany, women are currently less affected than men by structural economic changes. Traditional forms of promoting employment and equality of opportunity strategies are increasingly being included as part of total quality management. Attempts to improve equality of opportunity and maintain skills within enterprises in the context of total (e)quality activities are being made. It is believed that an equal opportunity policy will act as a stimulus that will encourage employees to identify more closely with corporate objectives and initiate a higher level of employee commitment and awareness of responsibility. Besides benefiting female employees, (e)quality systems provide important benefits to work organizations (for example, such systems help employers preserve increasingly important human resources, avoid hire-and-fire costs, and better identify the interests of female customers). Promotion of the employment of women must be linked at the organizational level with the creation of a pluralistic corporate culture. (Contains 42 references) (MN)

ED 423 409 CE 077 167

Bach, Hans-Uwe; Blaschke, Dieter; Blien, Uwe; Brinkmann, Christian; Fuchs, Johann; Gutsche, Matthias; Moeller, Ulrich; Kuhl, Jurgen; Spitznagel, Eugen; Steckel, Werner; Wiedemann, Eberhard; Wolfinger, Claudia
Labour Market Trends and Active Labour Market Policy in the Eastern German Transformation Process 1990-1997. IAB Labour Market Research Topics no. 29.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Comparative Analysis; *Economic Change; Economic Development; Educational Needs; *Employment Patterns; Foreign Countries; Grants; Job Development; Job Training; Labor Force Development; *Labor Market; Labor Needs;

Relationship; *Theory Practice Relationship
IDENTIFIERS- Boyd (Robert D); ERIC Digests; Mezirow (Jack); *Transformation Theory (Adult Learning); *Transformative Learning

Jack Mezirow's theory of transformative learning has evolved into a description of how learners learn by integrating new knowledge with their existing knowledge, beliefs, and experiences. Centrality of experience, critical reflection, and rational discourse are three common themes in Mezirow's theory, which is based on psychoanalytic theory and critical social theory. Numerous critical responses to Mezirow's theory of transformative learning have emerged over the years. Robert Boyd, for example, has developed a theory of transformative education based on analytical psychology. Whereas Mezirow's view of transformative learning emphasizes critical reflection and rational discourse, Boyd's emphasizes intuition and emotion. It has been suggested that no single mode of transformative learning exists and that differences in learning contexts, learners, and teachers all affect the experiences of transformative learning. Whether transformative learning is approached as a consciously rational process or through a more intuitive, imaginative process, practitioners seeking to foster a learning environment conducive to transformative learning must consider the following factors: role of the teacher, role of the learner, and role of the rational and affective. Although transformative learning may not always be a goal of adult education, all adult educators should at least strive to understand it. (Contains 11 references) (MN)

ED 423 427 CE 077 219

Brown, Bettina Lankard
Career Development: A Shared Responsibility. ERIC Digest No. 201.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Career Awareness; *Career Development; *Career Education; *Education Work Relationship; *Employer Employee Relationship; *Employment Patterns; Technological Advancement; Work Environment
IDENTIFIERS- ERIC Digests

The changing workplace has altered workers' roles and forced them to assume primary responsibility for their own career development. Continued employment is increasingly being tied to lifelong learning and ongoing skill development. Just as workers are recognizing the need to ensure their marketability to employers, so too are employers facing increased pressure to make their organizations attractive to workers. Today's workers must be entrepreneurial. They must function as free agents, marketing themselves and the skills they can offer to the employers who serve as their "customers." Career development, although continuing to focus on career awareness, exploration, and development, must be updated to include strategies for employment in the 21st century. Career awareness must be transformed from a preemployment activity to a process that remains ongoing throughout employment. Career awareness efforts must highlight the new role of workers as free agents who are responsible for developing and marketing their skills. Career questions and draws conclusions. Appendixes include lists of submissions for the award and acronyms. (YLB)

ED 423 444   CE 077 271

Stamper, Anne
Rooms off the Corridor. Education in the WI and 50 Years of Denman College, 1948-1998.
PUB DATE- 98
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Adult Education; *Educational History; Foreign Countries; General Education; *Institutes (Training Programs); *Lifelong Learning; Minicourses; Program Development; *Residential Colleges; *Rural Women; *Womens Education
IDENTIFIERS- Canada; *Denman College (England); England; Wales

This book traces the Women's Institute (WI's) movement and its contribution to the lifelong learning of rural women for 100 years and how it led to the opening of Denman College in 1948. Part 1 describes the following: WI's start in Canada; its move to England and Wales; the women who molded and guided the WI after the First World War; education in the WI from 1919-39; and other educational developments in Britain. It explains why, in the middle of World War II, the WI had the vision and courage to decide to acquire their own short-term residential college. This section also explores the adult education provision already well established in the WI and considers how other adult educators influenced WI leaders. Part 2 describes how Denman College has developed over 50 years. Chapters 8-14 examine the "vision statements" of the founders and attempt to show to what extent developments have fulfilled the founders' vision. Each chapter ends with a selection of comments to show how today's students view the college. The final chapter discusses seven special aspects of Denman. Appendixes include the proposal for Denman, questionnaires, 22 references, endnotes, and index. (YLB)

ED 423 445   CE 077 272

Macadam, Margaret; Sutcliffe, Jeannie
Still a Chance To Learn? A Report on the Impact of the Further and Higher Education Act (1992) on Education for Adults with Learning Difficulties.
SPONS. AGENCY- Joseph Rowntree Foundation, York (England).
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Agency Cooperation; Ancillary School Services; Continuing Education; Educational Certificates; *Educational Cooperation; *Educational Finance; *Educational Legislation; Foreign Countries; Intercollegiate Cooperation; *Learning Problems; Older Adults; Postsecondary Education; *Student Certification
IDENTIFIERS- *Further and Higher Educ Act 1992 (Great Britain)

A study examined the impact of the Further and Higher Education Act (1992) on continuing education for British adults with learning difficulties. The research was conducted in three phases: survey of colleges and local education authorities (LEAs), survey of self-advocacy groups, and fieldwork visits. Funding for provision for students with learning difficulties

PUB DATE- 98
NOTE- 18p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Client Relationship; Individual Development; *Parent Child Relationship; Psychotherapy; *Self Concept; *Self Esteem
IDENTIFIERS- *Transference

The potential moderating role of self-esteem and ego development on client transference is examined. These are two developmental factors that the literature has suggested might influence people's perceptions of early caretakers and thus of therapists, leading to transference in the therapy situation. Transference was operationalized as (a) the similarity of clients' perceptions of their therapist and their perceptions of their parents and (b) therapists' ratings on a transference scale, the Therapy Session Check Sheet. Ego identity and self-esteem measurements were compared to the similarity ratings of empathy, positive regard, and unconditionality of regard of therapists and parental figures as well as to transference ratings by the therapist (N=62 clients; 29 therapists). Procedure and instruments used are described. Descriptive statistics are provided and results are discussed. Results support the idea that these developmental factors impact a client's view of the therapist and parental figures and are associated with therapists' views of transference. Persons with low ego identity and low self-esteem tend to see their therapists and parental figures more dissimilarly; and the more transference that a therapist perceived, the greater the tendency for the client to have low ego identity. (Author/EMK)

ED 423 465 CG 028 679

Lichtenberg, James W.; Hummel, Thomas J.
The Communication of Probabilistic Information through Test Interpretations.
PUB DATE- 98
NOTE- 32p.; Paper presented as part of a symposium at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Psychology; Counselor Training; *Interpersonal Communication; *Predictive Measurement; *Psychological Testing; *Test Interpretation

The application of psychological testing is largely an attempt to derive probabilistic statements regarding the likelihood of occurrence of client states, choice outcomes, situational antecedents, and behavioral outcomes. Counseling psychologists share with others the occupational requirement of having to deal with uncertainty in test results and communicate it to others. The use and meaning of probabilistic expressions used in the context of psychological test interpretation is investigated. Specifically, the quantitative meanings of verbal probability expressions used in two different assessment reports are examined with a goal of describing the variability of meanings ascribed to probabilistic terms or phrases used within the reports. Samples were taken from three different types of drugs among eleventh, eighth, and sixth graders. Three figures assess trends in the use of illicit drugs among these three grades. (MKA)

ED 423 485   CG 028 710

Dickens, Eva
Correlating Teenage Exposure to Rock/Rap Themes with Associated Behaviors and Thought Patterns.
PUB DATE- 98
NOTE- 43p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); *Behavior Problems; High School Students; High Schools; Personality Problems; Questionnaires; *Rock Music; *Rural Youth; Substance Abuse; Suicide
IDENTIFIERS- Promiscuity; *Rap Music; Risk Taking Behavior; West Virginia

A concern to many interested in the development and growth of teenagers is a serious deterioration in the messages of some rock music. Rock music is considered a regenerative and revolutionary act by artists in the music industry--the energy center of a new culture. The psychological impact and meaning of rock music for adolescents is addressed as a joint function of the type of music and the social context in which it is heard. Research questions investigated were (1) Does rock/rap music have a measurable influence on teenagers? (2) Do adolescents who prefer this type of music have a higher incidence of negative behaviors? (3) Is high exposure to rock/rap music associated with high levels of involvement in the behavior and thought patterns advocated by the lyrics of rock/rap music? A review of literature, definitions, and assumptions are presented. Subjects were high school juniors and seniors from a rural area of West Virginia. Questionnaire data was analyzed by ANOVA. Results reveal an association between rock/rap music and suicide ideation, sexual permissiveness, and drug/alcohol abuse. Four recommendations are presented. The questionnaire is appended. (Contains 28 references.) (EMK)

ED 423 486   CG 028 711

School Social Work in North Carolina: A Guide to Practice and Policy.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Certification; Elementary Secondary Education; Ethics; Occupational Information; Organization; School Community Relationship; *School Social Workers; *Social Work; State Standards
IDENTIFIERS- Case Management; *North Carolina

This school social work guide is intended for student service directors, school social work practitioners, and those individuals who are interested in improving the academic and personal social outcomes of students in North Carolina. It

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; Group Dynamics; Groups; Guidance; *Guidance Programs; Higher Education; Student Development; *Student Organizations; *Student Personnel Services

The goal of this book is to describe the knowledge base and skills that are necessary for advisers of student organizations. A foundation of basic concepts about college students, student groups, and organizations is provided; the general knowledge that advisors routinely use is detailed, and specific issues that will recur in various contexts are addressed. Part 1, "What Advising Offers and Requires," provides insight into the challenges and rewards of advising and an overview of typical student groups and organizations. Part 2, "Essential Knowledge and Skills," reviews the roles and functions of advisors and the basics of group dynamics, group development, and building trust. Chapters are devoted to academic and career advising, managing group versus institutional interests, financial and legal issues, and dealing with conflict. Part 3, "Supporting and Improving Practice," contains chapters on quality assurance and personal effectiveness. Many examples are provided with checklists, letters, agendas, budgets, evaluation forms, and so forth, which can serve as models. Attention is given to building programs that function effectively and make a difference for students. Maintaining functional relationships with students is emphasized. Although this work is grounded in current knowledge, it takes a pragmatic approach to the daily work of advising student groups. (EMK)

ED 423 506   CS 013 271

Thompson, Lesley D.
The Traits of an Effective Reader: Current Thinking on the Skills of a Proficient Reader.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; Literature Reviews; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Research; *Student Evaluation
IDENTIFIERS- *Text Processing (Reading); Trait Factor Approach

Addressing a component of critical thinking that is presently lacking in reading instruction in United States classrooms, this paper identifies and provides a review of the literature on six traits of analytical reading. Stemming directly from research in assessment and instructional practices, these traits identify the six critical reading skills necessary to develop readers who can process knowledge from print material and make meaning out of it to apply in other situations. The traits addressed in the paper are: (1) conventions; (2) comprehension; (3) context; (4) interpretation; (5) synthesis; and (6) evaluation. When used as an assessment framework, the six traits discussed in the paper function as criteria of exemplary reading skills that can be identified and evaluated specific to the areas of sequencing, elaboration, and dialogue. Results also suggest students in the lowest 25% on the pretest made the most gains. (Contains 31 references and 8 figures of data; 10 appendixes include survey instruments, pre- and posttests, lesson plans, a sequencing rubric, a wordless picture book rubric, and visual aids.) (Author/RS)

ED 423 526   CS 216 483

Paley, Karen Surman
"I'm Really Struggling with This Class": Evaluating the Writing When the Writer Is in Pain.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998). Paper is excerpted from doctoral dissertation, "Expressivist Pedagogy: The Politics and Practice of Teaching the Personal Narrative."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Emotional Response; Ethnography; Higher Education; *Personal Narratives; Self Disclosure (Individuals); Student Evaluation; Student Reaction; *Teacher Student Relationship; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Boston College MA; *Personal Writing

In the spring semester of 1997 an ethnographic study of the teaching of personal narrative at Boston College was conducted. A doctoral student worked with an undergraduate who wrote a personal narrative about her alcoholic father. Two issues arise when teaching autobiographical writing: potential problems with psycho-cognitive distance between teacher and student; and difficulties in dealing with editing issues. For the assignment on personal narrative, the undergraduate produced a very powerful and well-written essay about the pain she feels from her father's alcoholism. Although the doctoral student did focus on sentence level error, she was by no means disengaged from the pathos in the essay. She openly acknowledged to the undergraduate that she understood the weight of the content of the subject and that comments on technicalities were only in the service of making the paper better. Conference conversations between the two illustrate that writing personal narrative is not easy and the rhetorical quandary that emanates from a writing process in the college classroom may call attention to an unexpected need for reconsideration on an affective level. Teachers can work with students over issues like word choice, grammar, and punctuation without denigrating their efforts to write honestly and sincerely. (CR)

ED 423 527   CS 216 484

Tchudi, Stephen; Mitchell, Diane
Exploring and Teaching the English Language Arts. Fourth Edition.
PUB DATE- 99
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Curriculum Development; Drama; Elementary Secondary Education;

collection explore the relationships between literacy and society. The essays pay tribute to Professor Robinson, who retired in 1966 from the University of Michigan's English and Education program. Following a foreword by Jacqueline Jones Royster and an introduction by Professor Robinson, his students, and the editors, the essays in the collection are: (1) "Literacy and Lived Lives: Reflections on the Responsibilities of Teachers" (Jay Robinson); (2) "Good Deeds: An Ethnographer's Reflections on Usefulness" (Todd DeStigter); (3) "Three Codifications of Critical Literacy" (Thomas Philion); (4) "Not a Luxury: Poetry and a Pedagogy of Possibility" (Laura Roop); (5) "Unsheltered Lives: Battered Women Talk about School" (Carol L. Winkelmann); (6) "Imagining Neighborhoods: Social Worlds of Urban Adolescents" (Colleen M. Fairbanks); (7) "Conflicting Interests: Critical Theory Inside Out" (Roberta J. Herter); (8) "Writing Back: The Research Writing of a Freshman College Composition Student" (Sylvia G. Robins); and (9) "Time, Talk, and the Interpretation of Texts in a Teacher Education Seminar" (John S. Lofty). (NKA)

ED 423 546 CS 216 512

Compora, Daniel P.
Conquering Fear: The Role of Fantasy and Horror Fiction in the Classroom.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Fantasy; Instructional Effectiveness; *Literary Genres; *Literature Appreciation; *Reading Interests; *Reading Material Selection; Secondary Education
IDENTIFIERS- *Horror Fiction; *Response to Literature

Many English teachers face the widespread misconception that if a work of fiction is enjoyable, it cannot be good, or, conversely, if it is good, it cannot be enjoyable. Critics of horror fiction, for example, would likely argue that better reading materials are available for students to read. Inclusion of materials other than "classics" into the curriculum, however, should not depend only on "literary worth" but also on what benefits the adolescent reader gets from the reading experience. John W. Connor and others state that adolescent readers, both male and female, are fascinated by novels of horror and the supernatural. The popularity of the genre is attributed to the popularity of Stephen King. Joseph Patrouch finds that King has "located and exploited an area where science fiction and occult/psychic/horror novels might be said to overlap." Both the writer and the reader may experience somewhat of a catharsis by dealing with certain elements of fear in fiction, and fantasy helps fill the human need to make sense of the world and life. In addition, fantasy and horror fiction allows readers to confront fears in a safe arena. (Contains 8 references.) (PA)

ED 423 547 CS 216 513

Ransdell, D. R.
Mexican Indirection: How To Help Mexican ESL Writers Channel Their Energies into Focused Essays.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th,

Worker--But Not at Home. The Labor Policies of the 'Chicago Defender'" (Jon Bekken); "The Journalistic Function of Book Reviews: How Faludi's 'Backlash' Made News" (Priscilla Coit Murphy); "The Icons of Despair: A Comparison of World Series Coverage in Newspapers before and during the Depression" (John Carvalho); "Women's Historical Contribution to Journalism Education as Seen in Emery's 'The Press and America'" (Kristine L. Nowak); "Pioneering for Women Journalists" Sallie Joy White, 1870-1909" (Elizabeth V. Burt); "Wrestling with Corporate Identity: Television and the National Broadcasting Company" (Chad Dell); "Bridge to the Modern Era: 'Free Press' on the Wage Workers' Frontier" (David J. Vergobbi); "'The Feminine Mystique' and Mass Media: Implications for the Second Wave" (Patricia Bradley); and "The Chicago Television 'Holy War' of 1956-57" (Bob Pondillo). (RS)

ED 423 565 CS 509 909

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). International--Part I.
PUB DATE- 98
NOTE- 570p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Asian Studies; Civil Liberties; *Foreign Countries; *Freedom of Speech; Higher Education; *International Communication; Internet; *Journalism Education; *Mass Media Effects; Mass Media Use; Media Research; News Reporting; *Newspapers; Political Attitudes; Reading Attitudes; Student Attitudes
IDENTIFIERS- Brain Drain; *Media Coverage; Spanish American War

The International--Part I section of the Proceedings contains the following 20 papers: "Hollywood Attracts South Korean Capital" (Doobo Shim); "Worldview Differences of Natural Resources between Spain and Costa Rica: A Content Analysis of On-Line Newspapers" (Lorena Corbin); "Can the Leopard Change Its Spots: Parliamentarians' Attitudes about Press Freedom in Zambia" (Greg Pitts); "The Structure of International News Flow in Cyberspace: A Network Analysis of News Articles in 'Clarinet'" (Naewon Kang and Junho Choi); "Defining the Press Arbitration System: Its Impact on Press Freedom during the Sociopolitical Transition in South Korea" (Jae-Jin Lee); "Popular Literature and Gender Identities: An Analysis of Young Indian Women's Anxieties about Reading Western Romances" (Radhika E. Parameswaran); "Considering Alternative Models of Influence: Conceptualizing the Impact of Foreign TV in Malaysia" (Michael G. Elasmar and Kathleen Sim); "Fighting for New Export Markets: U.S. Agricultural Press Coverage of the Philippines Theater of the Spanish-American War (1898-1902)" (Dane Claussen); "Television News in a Transitional Media System: The Case of Taiwan" (Yu-li Chang and Daniel Riffe); "Korean Students' Use of Television: An Expectancy-Value Approach" (No-Kon Heo and Russell B. Williams); "South Asian Student Attitudes toward and Beliefs about Advertising: Measuring across Cultures" (Jyotika Ramaprasad and Michael L. Thurwanger); "The Role of Culture in International Advertising" (Niaz Ahmed); "Reporting under Civilian and Military Rulers in Africa: Journalists' Perceptions of Press Freedom and Media Exposure in Cameroon and Nigeria" (Festus Eribo and Enoh Tanjong); "Saudi Arabia's International Media Strategy: Influence through Multinational

Council of School Attorneys' Annual School Law Seminar includes the following papers: (1) "The 'Dimensions' of Trial Advocacy" (Keith Evans); (2) "Attention Deficit Hyperactivity Disorder (ADHD): Who Has It and Who Doesn't" (Jerry L. Wyckoff); (3) "Student-to-Student Sexual Harassment and Dealing with the Office for Civil Rights" (Jennifer W. Jacobs); (4) "Ethical Issues for School Law Attorneys" (Nancy Fredman Krent and Joanna K. Horsnail); (5) "Discipline of Employees for Out-of-School Conduct" (David L. Yewell); (6) "Sexual Harassment and 'Free Speech'" (Bruce S. Rogow); (7) "Thoughts on Presenting an Effective Oral Argument" (John G. Roberts, Jr.); (8) "Dealing with the Office for Civil Rights in Section 504 Matters" (Susan S. Schermerhorn); (9) "Should Schools Be Required to Administer Ritalin?" (Melanie Gurley Keeney and Martha M. Neville); (10) "Burgeoning Issues in Special Education: Services to Children in Private/Parochial Schools, Awards of Damages Against School Officials, and Selection of Service Methodology by Parents" (Charles L. Weatherly and Melinda H. Maloney); (11) "Disclosure of Personnel Files, Evaluations, and Related Documents Under Open Records Statutes" (Kevin S. Harty); (12) "Practical Considerations in Disciplining Employees for Workplace Sexual Harassment" (Larry J. Frierson); and (13) "Current Developments in Contracting Out" (Celia M. Ruiz, Janice L. Sperow, and David E. Falik). The publication also contains information about NSBA Council of School Attorneys membership and publications. (LMI)

ED 423 582 EA 028 846

Osborne, David; Plastrik, Peter
Banishing Bureaucracy: The Five Strategies for Reinventing Government.
PUB DATE- 97
NOTE- 397p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrative Organization; *Bureaucracy; *Change Strategies; *Educational Objectives; *School Administration

Ways in which bureaucracies can "reinvent" themselves, that is, make fundamental changes so as to increase effectiveness, efficiency, adaptability, and capacity to innovate, are the subject of this book. It advocates replacing bureaucratic systems with entrepreneurial systems, which in turn leads to public organizations and systems that continually work on self-improvement. The text is divided into 3 parts: part 1 explains how to fundamentally change the way government works; part 2 describes the five strategies for effecting change; and part 3 shows how to use the strategies when working for change. The bulk of the text (part 2) explains the five strategies (the five Cs): the core strategy; the consequences strategy; the customer strategy; the control strategy; and the culture strategy. Case studies are used to illustrate these strategies in action. An index is included. (RJM)

ED 423 583 EA 028 887

Reyes, Augustina
School Productivity: Teachers as Resources.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 31-November 2, 1997).
LANGUAGE- English

and support; and school-level leadership. Ways in which to close the professional learning gap and improve instructional quality are likewise offered. (Contains 13 endnotes.) (RJM)

ED 423 602 EA 029 370

Wexler, Edward; Izu, JoAnn; Carlos, Lisa; Fuller, Bruce; Hayward, Gerald; Kirst, Mike
California's Class Size Reduction: Implications for Equity, Practice & Implementation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.; "With the assistance of Jim Sook Lee, Kyo Yamashiro, John Flaherty, Dianna Guitierrez."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Educational Assessment; *Educational Needs; Elementary School Teachers; Evaluation; Evaluation Needs; Primary Education; Program Effectiveness; *Program Implementation; Teacher Student Ratio
IDENTIFIERS- *California; *Class Size Reduction

When California implemented its class-size reduction (CSR) program in 1996, a number of questions regarding financial burdens, teacher shortages, scarcity of facilities, and collective bargaining were raised. This first-year implementation study aims to provide some contextual information as background for answering questions, to clarify these issues and to provide a more comprehensive, long-term evaluation of CSR, contextual information. In section 1, the introduction examines the status of the class-size reduction initiative and discusses what the research says. Section 2 provides the study design and then describes the major findings, focusing on the effects on special populations, on staff development, on classroom practices, on parent involvement, and on implementation challenges. Section 3 contains detailed coverage of findings in these same areas of focus. Section 4 provides an overview of policy and research implications of CSR. The emphasis throughout the report is on the perceptions of school-level educators, so as to provide evidence of how CSR unfolded in particular schools across California in its first year of implementation. Findings show that district officials, teachers, principals, and coordinators generally believe that CSR will lead to high student achievement. Some specific areas of CSR that warrant more careful evaluation are provided. (Contains 36 endnotes and 51 references.) (RJM)

ED 423 603 EA 029 371

Berliner, BethAnn
What It Takes To Work Together: The Promise of Educational Partnerships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Educational Cooperation; Educational Innovation; Educational Research; Elementary

Intensive English Language Program at the University of Arkansas at Little Rock. The papers "ESL Tutor: Educational Software for Improving English Skills of Students Who Are Deaf" (Dave Zenk) and "Computer Mediated Literacy Development in Deaf and Second Language Populations" (Beth O. Carlson) describe computer programs to help college students improve their English vocabulary, writing, and literacy skills. The final paper, "Supporting Science Teachers through a National Network: The Access to English and Science Outreach Project (AESOP)", describes a workshop that assists science teachers of students with deafness. (Papers contain references.) (CR)

ED 423 621 EC 305 951

Kolvitz, Marcia, Ed.
Enhancing Support Services.
PUB DATE- 96
NOTE- 25p.; Section 4 of Challenge of Change: Beyond the Horizon, Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); Captions; *College Students; *Computer Mediated Communication; *Deafness; Federal Regulation; Higher Education; *Interpreters; *Partial Hearing; *Student Personnel Services
IDENTIFIERS- Computer Speech Recognition; *Real Time Captioning

These three conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on campus support services for individuals with deafness or hard of hearing. The first paper, "Realtime Captioning: Access Equals Success" (Harlene Rosen and Sandy Eisenburg), describes the services provided by the National Center on Deafness and the benefits of realtime captioning in classrooms and other campus venues. The second paper, "What Is a Qualified Interpreter. . .and How Do I Get One" (Debra C. Brenner and Bruce D. Finkbone), examines the definition of "qualified interpreter" as outlined in the federal regulations and proposes a model for interviewing and assessing interpreters. Interpreter profiles, media resources, sample questions, and assessment forms are included. The final paper, "Computer Speech Recognition as an Assistive Device for Deaf and Hard of Hearing People" (Joseph Robinson and Carle Jensema), describes how computer search recognition can be used by sign language interpreters as an assistive tool to provide more complete interpreting for students with deafness and hard of hearing in mainstream classes. (Some of the papers contain references.) (CR)

ED 423 622 EC 305 952

Kolvitz, Marcia, Ed.
Addressing Student Life Issues.
PUB DATE- 96
NOTE- 18p.; Section 5 of Challenge of Change: Beyond the Horizon, Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 497.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference

Business Relationship; *Self Determination; State Programs; Student Empowerment; Supported Employment; *Transitional Programs
IDENTIFIERS- *Alabama

This publication provides information on the Alabama Transition Initiative for students with disabilities, including papers presented at two statewide transition conferences. Conference papers include: (1) "Pell City School System's Community Transition Team Model" (Deloris Frasier); (2) "Alabama's MH/MR Service Coordinators in Transition" (Billy Ray Stokes); (3) "Auburn's High School Caf Business" (Ginger Hughes); (4) "Futures Unlimited: Person Centered Planning, Personal Growth, and Life Outcomes" (Linda M. Nutt and Vicki Hicks Turnage); (5) "Tassel Transition Model: Teaching All Students Skills for Employment and Life" (Jill Solow); (6) "Transition with Help from Alabama's JTPA Program" (Mickey Humphries and others); (7) "Business Education Linkages" (Lloyd W. Tindall); (8) "Self-Determination Preconference Workshop" (Jamey Sproull); (9) "Promoting Self-Determined Behavior Using the Life Centered Career Education Curriculum" (Michael Wehmeyer); (10) "Service Coordination: What It Is and How You Can Make It Work" (Linda Nutt and others); (11) "Greater Birmingham's Summer Youth Employment and Training Program" (Gary Edwards and others); (12) "Family Involvement in Supported Employment" (Daniel Lustig); (13) "Red Level's Print Shop" (Sharon Dye); (14) "Madison County's Technical Center for World of Work" (P. J. Cormier); (15) "How To Win Friends and Influence Your Community" (Susan Ellis and Charlotte Bell); (16) "Partnership in Action: Vocational Rehabilitation, Special Education, Vocational Education Collaboration in the High School" (Robin A. Groves and others); (17) "Important Considerations for Community-based Instruction" (DaLee Chambers); and (18) "Alabama and the LCCE Curriculum" (Larry Minor). (Individual papers include references.) (CR)

ED 423 641 EC 306 719

Proceedings of the Office of Special Education Programs' Annual Technical Assistance and Dissemination Meeting (6th, Washington, DC, January 16-18, 1996).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Programs; *Information Dissemination; Information Management; *Information Networks; Information Technology; *Information Utilization; Internet; *Marketing; Program Evaluation; Shared Resources and Services; *Technical Assistance; Training; World Wide Web
IDENTIFIERS- Individuals with Disabilities Education Act; Office of Special Education Programs

This document presents the proceedings for the Office of Special Education Programs' 6th Annual Technical Assistance and Dissemination Meeting held on January 16-18, 1996, in Washington, DC. Conference discussions centered around changing expectations for local and state education agencies and technical assistance and dissemination (TA&D) activities as a result of the reauthorization of the Individuals with Disabilities Education Act (IDEA) and other changes in

Natural Supports in the Work Environment" (John S. Trach and others), found that employers who have used natural supports did not provide any natural supports to supported employees beyond those they would offer to other employees. Chapter 6, "Secondary Transitional Experience Program: A Descriptive Analysis of Outcomes of High School Exiters" (Jennifer R. Horn and others), found most exiters (n=18) were employed, living with parents, and involved in the community. (Individual papers include references.) (CR)

ED 423 659 EF 005 025

Rein, Andrew S.
The State of Municipal Services in the 1990s: Crowding, Building Conditions and Staffing in New York City Public Schools.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Building Obsolescence; Crowding; Educational Assessment; *Educational Finance; Elementary Secondary Education; *Public Schools; *School Buildings; School Construction; School Effectiveness; School Funds; School Personnel; Student Evaluation
IDENTIFIERS- Building Evaluation; *New York City Board of Education

New York City's public school system was challenged during the 1990s by fiscal pressures that coincided with a surge in student enrollment. The focus of this report is how the City's schools performed under these combined pressures. There were four major conclusions relating to disappointing school performance: school buildings grew more crowded; class sizes increased; the condition of school buildings deteriorated; academic achievement remained poor. Findings show that crowding increased in school buildings, with almost half of the city's 1,006 public school buildings being utilized at or above 100 percent of capacity. The average class sizes in 1990 were 30 for high school, 28 for grades four through nine, and 25 for kindergarten through grade three. By 1996 the size for these classes grew to 32, 26, and 29, respectively. Furthermore, buildings that were already in poor shape deteriorated. Unfortunately, the School Board was only able to allocate 20 percent of the necessary investment to bring the school buildings up to date. New York City students performed poorly on reading and mathematics competency tests. In 1990, 66 percent of third-graders and 71 percent of sixth-graders read at the State Reference Point (SRP) which is approximately one grade level below the students tested; for mathematics, the shares meeting or exceeding the SRP were 87 and 80 percent, respectively. The disappointing performance of the schools can be linked to six policies pursued by the Board of Education and the City of New York: cuts in spending per student (10 percent from 1990 to 1996); compensation increases rather than hiring more teachers; stagnant teacher productivity; cuts in maintenance spending (11 percent from 1990 to 1996); misguided capital investment; and underutilized buildings. Overall, the performance of New York City's public schools in the 1990s has been poor and the general outlook for the future is bleak. (Contains three figures and nine tables.) (RJM)

ED 423 660 FL 024 725

Noor, Hashim H.

considered, with a discussion of sonority, skeletal structure, the representation of length and prominence, and language typology. By demonstrating that a nonlinear representation of the syllable together with a notion of constraint interaction can account for a wide range of data, the study takes a position on the nature of phonological representation and on a model of language change. In its attention to the history of selected problems of Slavic linguistics, it also offers a detailed survey of the field. Contains 937 references. (Author/MSE)

ED 423 682 FL 025 483

Casanave, Christine Pearson, Ed.
Journal Writing: Pedagogical Perspectives. SFC Monograph #3.
PUB DATE- 93
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *English (Second Language); *Feedback; Foreign Countries; High Schools; Higher Education; *Interpersonal Communication; *Journal Writing; Language Attitudes; Second Language Instruction; Second Language Learning; Sociocultural Patterns; Student Attitudes; *Student Interests; *Student Journals; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Japan

Articles on the use of student journals in high school and college English-as-a-Second-Language instruction, specifically in the Japanese context, include: "Journal Writing and the Damaged Language Learner" (Alan J. McCormick); "Interested?" (Sven G. M. Puetter); "Tradition and the Student Journal" (George Deaux); "Reader-Response Journals" (Peter Silver); "Journal Writing as Communciation: Responding to the Rhythm and Bass" (J. David Simons); "The Role of Teacher Response in High School Journal Writing" (Mary R. Harrison); Journal Writing for Japanese Students: What Do They Write and What Do They Learn?" (Yoshiko Takahashi); "Journal Writing: A Teacher's Reflections" (Rebecca A. Pickett); and "Student Voices: The Insiders Speak Out on Journal Writing" (Christine Pearson Casanave). (Individual papers contain references.) (MSE)

ED 423 683 FL 025 485

Yeung, Alexander Seeshing; Marsh, Herbert W.
Does Home Language Hamper English Achievement: Analysis of the NELS88 Longitudinal Data.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Grade 10; Grade 12; Grade 8; *High School Students; High Schools; *Interference (Language); Junior High Schools; *Language Maintenance; Language Research; *Language Role; Language Usage; Longitudinal Studies; Second Language Learning; Standardized Tests
IDENTIFIERS- *National Education Longitudinal Study 1988

Using the nationally representative National Education Longitudinal Study of 1988 (NELS88) database, the relationships

Song, Minjong
Experimental Study of the Effect of Controlled vs. Free Writing and Different Feedback Types on Writing Quality and Writing Apprehension of EFL College Students.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Techniques; College Students; Comparative Analysis; *Dialog Journals; *English (Second Language); *Error Correction; *Feedback; Foreign Countries; Higher Education; Instructional Effectiveness; Second Language Instruction; Skill Development; *Writing Apprehension; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Korea

An experimental study compared the effects of controlled and free writing exercises and of evaluative vs. communicative feedback on the writing quality and apprehension of Korean college students of English as a foreign language (EFL). Students in two sections of a freshman reading course wrote dialogue journals as practice in free writing, and received communicative feedback focusing on meaning and using no grading or error correction. Students in two other sections answered adapted comprehension questions as practice in controlled writing, and received evaluative feedback focusing on formal linguistic features, with grading and error correction. Two teachers taught the sections, each teaching one free-writing and one controlled-writing section. Changes in writing quality, as measured by holistic essay evaluation, and writing apprehension, assessed using an objective measure, were investigated. Results indicate that students writing dialogue journals and getting communicative feedback improved in writing quality and possibly experienced reduced writing apprehension, and that this change was greater than that for students practicing controlled writing and receiving evaluative feedback. Contains 28 references. (MSE)

ED 423 704 FL 025 522

Jasdzewski, Gary
How Useful Is Connectionism for SLA Research?
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Computer Oriented Programs; *Language Processing; *Language Research; *Learning Theories; Linguistic Theory; Neurolinguistics; Second Language Learning; *Second Languages
IDENTIFIERS- *Connectionism

The work of connertionist researchers is examined in order to understand better the implications for modeling second language learning processes. Connectionism is a biologically-oriented framework for understanding complex behavior, and provides a modeling tool (computer simulation) that behaves and learns without rules being explicitly wired into it. Its origins in cognitive science are traced to the 1950s, and its evolution calendar, and the author's curriculum vitae. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 723 FL 801 262

Keltner, Autumn
English Language Training Program Self-Review: A Tool for Program Improvement. ELT: Technical Assistance for English Language Training Projects, 1997-1998.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 41p.; "In collaboration with ELT Partners."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adult Education; Curriculum Development; *English (Second Language); Evaluation Criteria; Evaluation Methods; Outcomes of Education; Professional Development; *Program Development; *Program Evaluation; *Refugees; School Community Relationship; Second Language Instruction; *Second Language Programs; *Student Evaluation; Student Personnel Services; Teaching Methods

The English language training (ELT) program self-review document provides a framework for systematic and consistent self-evaluation of local ELT programs, using specific quality indicators. The document is divided into eight sections, each defining a major component or area of responsibility for effective ELT operation: program planning; professional development; curriculum development; assessment for student placement; assessment for monitoring progress; accountability for student outcomes; classroom instruction; student support services; and community involvement and collaboration. The 15 quality indicators used describe critical elements typically found in exemplary programs; each program component includes one or more quality indicators, as appropriate to the implementation of that component. Each quality indicator is followed by four sets of scoring criteria that provide benchmarks for performance. Sample measures accompanying each of the indicators provide examples of evidence of the extent to which the indicator is being achieved or practices. An introductory section offers suggestions for conducting a successful self-review. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 724 FL 801 263

Croydon, Alysan; Crichton, Kathy
Job Preparation: A Curriculum for Refugee and Immigrant Women.
SPONS. AGENCY- Laubach Literacy International, Syracuse, NY.
PUB DATE- 97
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Course Content; *Employed Women; *Employment Opportunities; Employment Potential; English (Second Language); *Immigrants; *Job Search Methods; Literacy Education; Money Management; Refugees; Sociocultural Patterns; Vocational Education; Welfare Services; *Womens Education;

and appropriate actions by student affairs and academic administrators to ensure campus safety. The chapters are: (1) "Violent Crime in American Society" (Fernando M. Trevino, Sharon L. Walker, and Gilbert Ramirez); (2) "Campus Vulnerability" (John H. Schuh); (3) "Profile of Students Coming to Campus" (Robert H. Fenske and Stafford L. Hood); (4) "Weapon Carrying on Campus" (Randal W. Summers and Allan M. Hoffman); (5) "Matters of Civility on Campus" (John H. Schuh); (6) "Violent Crime in the College and University Workplace" (Allan M. Hoffman, Randal W. Summers, and Ira Schoenwald); (7) "Violence at Home on Campus" (Carolyn J. Palmer); (8) "Reducing Racial and Ethnic Hate Crimes on Campus: The Need for Community" (Robert H. Fenske and Leonard Gordon); (9) "Women and Violence on Campus" (Kay Hartwell Hunnicutt); (10) "Heterosexism and Campus Violence: Assessment and Intervention Strategies" (Nancy J. Evans and Sue Rankin); (11) "Sexual Harassment of Students: The Hidden Campus Violence" (Michele A. Paludi and Darlene C. DeFour); (12) "Substance Abuse and Violence" (David S. Anderson and Carol Napierkowski); (13) "Crisis Management Resulting from Violence on Campus: Will the Same Common Mistakes Be Made Again?" (J. Victor Baldridge and Daniel J. Julius); (14) "Communicating about Violence on Campus: An Integrated Approach" (Larry D. Lauer and Carolyn N. Barnes); (15) "The Legal Response to Violence on Campus" (Kay Hartwell Hunnicutt and Peter Kushibab); (16) "Strategies for Dealing with violence" (Eugene Deisinger, Charles Cychosz, and Loras A. Jaeger); and (17) "Conclusion" (John H. Schuh). (Individual chapters contain references.) (DB)

ED 423 743 HE 031 536

Brockbank, Anne; McGill, Ian
Facilitating Reflective Learning in Higher Education.
PUB DATE- 98
NOTE- 297p.; Published by the Society for Research into Higher Education and Open University Press.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Instruction; Critical Thinking; *Higher Education; Interaction Process Analysis; Learning Processes; Student Role; Teacher Role; Teacher Student Relationship; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Reflective Practice

This book is intended to help teachers and college students promote more effective learning through development of critical thinking and reflective learning skills. Part 1 is about theory; it consists of five chapters, which include an overview of the book's themes as well as discussions of learning philosophies and models, learning theories, the requirements for reflection, and reflection and reflective practice. Part 2 is on facilitating learning and reflective practice. Individual chapters discuss academic practice and learning; developing reflective practice and the teacher's use of reflective dialogue; student use of reflective dialogue; the facilitator's role in enabling reflective learning; basic skills of facilitation; and further skills of facilitation. Part 3 offers exemplars which relate the practice of reflective dialogue to group learning, supervision, and mentoring. (Contains approximately 270 references.) (DB)

ED 423 763 HE 031 609

Adams, J. Q., Ed.; Welsch, Janice R., Ed.
Multicultural Education: Strategies for Implementation in Colleges and Universities. Volume 4.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.
PUB DATE- 95
NOTE- 235p.; Prepared with Higher Education Cooperation Act funds for a project titled "Expanding Cultural Diversity in the Curriculum and in the Classroom." For previous volumes, see ED 346 811, ED 351 921, and ED 363 211.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Cultural Differences; Disabilities; *Diversity (Student); Ethnic Groups; Freedom of Speech; Higher Education; Minority Groups; *Multicultural Education; Social Bias; Womens Studies
IDENTIFIERS- *Illinois; Speech Codes

The 21 essays of this book discuss strategies for implementing multicultural education at the higher education level, especially in Illinois. Following a statement on multicultural education by former Senator Carol Moseley-Braun and an introduction by the text's editors (J. Q. Adams and Janice R. Welsch), the papers are: "Multicultural Education: Development, Dimensions, and Challenges" (James A. Banks); "The Multicultural Campus: Facing the Challenges" (Nancy "Rusty" Barcelo); "Multicultural Transformation of the Academy" (James B. Boyer); "Creating Inclusive and Multicultural Communities: Working Through Assumptions of Culture, Power, Diversity, and Equity" (Brenda M. Rodriguez); "Personality and Prejudice" (Bem P. Allen); "Diversity Reading Clubs" (Samuel Betances); "Self-Regulated Learning and Teaching: An Introduction and Overview" (Reinhard W. Lindner); "Ending the Silence: Encouraging Dissensus in the Contact Zone" (Hallie S. Lemon); "Course Organization and Challenges of Students' Multiple Intelligences" (Savario Mungo); "Media Literacy: An Educational Basic for the Information Age" (Carlos E. Cortes); "Building Cultural Bridges: A Bold Proposal for Teacher Education" (Geneva Gay); "Integrating Race, Class, Gender, and Sexual Orientation into the College Curriculum" (BarBara M. Scott); "A Multicultural Perspective in the Women's Studies Classroom" (Martha E. Thompson); "Beyond Vasco Da Gama: Unlearning Eurocentric Phallacies in the Classroom" (Nada Elia); "Multicultural Mathematics" (Melfried Olson et al.); "Motivations That Drive Prejudice and Discrimination: Is the Scientific Community Really Objective?" (Duane M. Jackson); "Diversity and Multiculturalism on the Campus: How Are Students Affected?" (Alexander W. Astin); "Speech Codes on Campus: What Can I Say?" (Gayle Tronvig Carper); "Hate-Speech Codes That Will Pass Constitutional Muster" (Lawrence White); "Media Depictions of Arabs" (Jack G. Shaheen); "The Microculture of Disability" (Jacqueline C. Rickman); "Underrepresented Students on Predominantly European American College and University Campuses: The Struggle for Equality and a Viable Voice" (Pearlie Strother-Adams); "Community College Programs and Services for Special Populations and Underrepresented Groups" (Illinois Community College Board); "Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois" (State Of Illinois Board of Higher Education). (Individual papers contain references.) (DB)

fling, the program newsletter, a marketing summary, ethnicity table, evaluation of program services, results of tutor perception survey, and results of educational needs survey. (DB)

ED 423 783 HE 031 631

Oppenheim, Nancy
Undergraduates' Assessment of International Teaching Assistants' Communicative Competence.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *English (Second Language); *Foreign Students; Higher Education; Screening Tests; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teaching Assistants; Test Validity; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Oral English Language Proficiency Tests

This study examined the communicative competence of 89 international teaching assistants (ITAs) based on evaluations by undergraduate students. The study was developed to answer two questions: (1) whether the Oral English Proficiency Test, administered by professionals in teaching English as a second language, is a valid instrument for screening potential ITAs; and (2) the extent to which ITAs' teaching effectiveness improved after attending a mandatory teaching seminar. To address the first question, undergraduates' assessments of ITAs' communicative competence was correlated with ITAs' scores on the Oral English Proficiency Test. To address the second question, ITAs were videotaped teaching lessons to undergraduates, both before and after the teaching seminar, and these tapes were evaluated by a panel of undergraduates. The study found a weak positive relationship between performance on the test and student evaluation of teaching effectiveness and linguistic skill. Undergraduates' evaluations of teaching effectiveness were significantly more positive when they viewed videotapes of ITAs' teaching after the ITA teaching seminar. Results suggest undergraduates' rating of actual teaching videotapes might be a more valid method of screening potential ITAs than the current English screening test. (Contains 16 references.) (DB)

ED 423 784 HE 031 632

Five-Year Strategic Plan: 2000-2004. A Plan for Mississippi's System of Public Universities. Executive Summaries.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Long Range Planning; *State Universities; *Statewide Planning; *Strategic Planning
IDENTIFIERS- *Mississippi

This document presents the five-year (2000-2004) strategic plans submitted to Mississippi's Board of Trustees of State Institutions of Higher Learning by the state's nine state universities and system administration. Introductory

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accountability; College Presidents; Educational Assessment; Educational History; Higher Education; *Institutional Research; Organizational Change; *Organizations (Groups); Research Methodology

This volume presents feature articles and other information about institutional research and the North East Association for Institutional Research (NEAIR). The four feature articles are intended to provide a comprehensive guide to doing effective institutional research. These articles are: (1) "On the Nature of Institutional Research and the Knowledge and Skills It Requires" (Patrick T. Terenzini); (2) "Institutional Strategy and the I.R. Role: Perspective of a College President" (John A. Dunn, Jr.); (3) "Accountability and Assessment: Role Conflict for Institutional Researchers" (James Fredericks Volkwein); and (4) "Organizational Behavior Theories: Institutional Research Implications" (Frank A. Schmidtlein). The next article, by Christine Scarince, traces the history of NEAIR, based on the association archives and personal interviews with NEAIR leaders. Next, 2 charter members and 11 former NEAIR presidents share favorite memories and reflect on the evolution of the profession of institutional research. The volume closes with an appendix of reference material, including a collage of NEAIR logs and conference icons graphically summarizing the association's history. (DB)

ED 423 804 HE 031 652

Belcheir, Marcia J.; Gray, Nancy L.
The Academic Journey: Insights from 1994-95 and 1995-96 Graduates. Research Report 98-01.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *College Graduates; *College Outcomes Assessment; *Education Work Relationship; *Graduate Surveys; Higher Education; Participant Satisfaction; Questionnaires; Self Evaluation (Individuals); State Universities; Student Attitudes; Student College Relationship
IDENTIFIERS- *Boise State University ID

A survey of 1,210 Boise State University (BSU) alumni sought to discover if BSU graduates were successful and how well their courses of study had met their needs. Graduates from 1994-95 and 1995-96 were asked to rate several areas related to their major, provide information concerning their employment and other demographic factors, and offer suggestions on how BSU's academic programs might be improved. Highlights included: about 80 percent of graduates were employed within three months of graduation; most (61 percent) respondents said they used the knowledge acquired at BSU frequently; one-fifth of respondents were employed and also continuing their education and 4.1 percent were continuing their education without working; nearly 60 percent planned to obtain a graduate degree; most (82.5 percent) felt they were adequately, more than adequately, or exceptionally well prepared for graduate work; most (91 percent) felt that faculty and BSU were interested in students, and 87 percent felt faculty were outstanding teachers; and the skill rated most important university-wide was oral communication, with written communication and problem solving in second and third places. Twenty tables detail the study's findings. The survey form is appended. (DB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Computer Mediated Communication; *Computer Uses in Education; *Critical Thinking; Education Courses; Educational Technology; Elementary Education; Higher Education; Internet; Listservs; *Preservice Teacher Education; Social Studies; Student Journals; Thinking Skills
IDENTIFIERS- *Learning Environments; Reflective Thinking; *Technology Integration; University of Missouri Columbia

Building a community of thinkers is a goal for education. In a world in which technology provides a means to communicate quickly and efficiently, educators need to develop models for the use of technology as an integral part of building an environment for teachers to thinking critically and creatively. Technology was used to help create a community of thinkers in the Social Studies in the Elementary School course at the University of Missouri-Columbia. During the preservice course, students used technology to write and think critically about social studies education. Through online reflective journals, electronic mail, a class listserv, a newsgroup, and the Internet, students incorporated technology into their research, writing, reflecting, and reacting to social studies in the elementary school. Technology supported a forum for open communication between students and instructors, and enriched the learning environment. This paper describes the design of the course, technology-related assignments, ways that each technological application enhanced the course, and challenges encountered by preservice teachers when technology-based instruction is employed in the classroom. (Author/DLS)

ED 423 823 IR 019 044

Beriswill, Joanne E.
Analysis-Based Message Design: Rethinking Screen Design Guidelines.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Interfaces; *Computer Software Development; Courseware; *Design Preferences; Electronic Text; Guidelines; *Instructional Design; *Screen Design (Computers)
IDENTIFIERS- Design Research; *Graphical User Interfaces; *Message Design

This article describes the evolution of computer interface research issues from text-based interface design guidelines to more complex issues, including media selection, interface design, and visual design. This research is then integrated into the Analysis-based Message Design (AMD) process. The AMD process divides the interface design process into four action steps: (1) identify conditions--analyzing the environmental, who spoke at the symposium's first six sessions. The session titles and speakers were as follows: "The Users of Research: The Use of Research at State/Territory and National Levels--VET Policy and Planning" (Nigel Smart, Perce Butterworth, Gregor Ramsey, Kareena Arthy, Robert Bluer); "The Users of Research: Use of Research by VET Providers for Improved Practice and Performance, and Policy and Planning at Provider Level" (Virginia Simmons, Brian Jones, Geoff Creek, Rod McDonald and Geof Hawke, Brian Conroy); "Research and Researchers' Perspectives: From the Viewpoint of VET Research Institutions" (John Owen, Chris Robinson, Geof Hawke, Gerald Burke, John Ainley); "Research and Researchers' Perspectives: From the Viewpoint of Other Sources of Research" (Robert Bluer, Don Anderson, Barry McGaw, Bruce Chapman, Terri Seddon, Fran Thorn); "Community Relations: Researchers' Contribution to Facilitating Interactions between Wider Economic, Political and Social Systems and VET" (David Corbett, Steve Balzary, Rex Hewett, Jane Carnegie, Shirley Randell); and "Research, Decision Making and Action in Other Functional Areas of Government, and Internationally" (Rod McDonald, Don Anderson, Chris Selby Smith, Peter Winsley, Russell Rumberger). Sections 1-6 also include summaries of other matters raised in the discussion period. The final plenary discussion is summarized in section 7. Several presentations also include substantial bibliographies. Appended are the following: background paper on VET research utilization that was circulated to the symposium participants; symposium program; and symposium findings. (MN)

ED 423 372   CE 076 814

Bradley, Janet
Using COPE To Improve Quality of Care: The Experience of the Family Planning Association of Kenya.
SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 98
NOTE- 28p.; Introduction by Judith Bruce, Soledad Diaz, and Carlos Huezo; Afterword by Kalimi Mworia. Contains a one-page summary in both French and Spanish.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Business Administration; *Change Strategies; Developing Nations; Evaluation Methods; *Family Planning; Foreign Countries; Health Personnel; *Health Promotion; *Health Services; *Organizational Development; Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- *Kenya

COPE (Client-Oriented, Provider-Efficient) methodology, a self-assessment tool that has been used in 35 countries around the world, was used to improve the quality of care in family planning clinics in Kenya. COPE involves a process that legitimately invests power with providers and clinic-level staff. It gives providers more control over their environment, more scope to take initiative, and more authority over logistics such as supplies and key aspects of finances. The COPE technique consists of four main components: self-assessment, client interviews, client flow analysis, and the plan of action. As a result of using COPE, staff and client needs are being met; better training is being provided; teamwork is encouraged; clients are viewed as customers with rights; and the COPE process is being carried up the in current public funding practices; support trade unions' role and contribution in development of workplace learning; issue a code of good practice in workplace learning; require educational guidance and careers services and the University for Industry to develop appropriate advice, guidance, and support systems to meet adult learners' needs; establish direct funding arrangements for training of part-time and full-time teachers of adults; commission comparative research to identify the benefits and added value to individuals and society of all forms of postcompulsory education and training; and develop a credit accumulation and transfer system that fully recognizes the value of qualifications offered by the National Open College Network. (MN)

ED 423 390 CE 077 133

Learning To Change. A WEA Equal Opportunities Training Pack.
PUB DATE- 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Adult Educators; Attitude Change; Change Strategies; Civil Rights Legislation; Disabilities; Educational Policy; *Educational Practices; *Equal Education; Federal Legislation; Foreign Countries; *Inservice Teacher Education; Learning Activities; Lesson Plans; National Organizations; Racial Discrimination; Sex Discrimination; Teacher Attitudes; Teacher Improvement; Teacher Student Relationship; Teacher Workshops; Teaching Guides; Theory Practice Relationship; *Tutors; Voluntary Agencies; *Volunteers
IDENTIFIERS- *United Kingdom; Workers Educational Association

This training pack contains materials to help embed the principles of equal opportunities into the practice of part-time tutors and voluntary members of the Workers' Educational Association (WEA), a national voluntary organization dedicated to giving adults in the United Kingdom access to organized learning. Part 1 describes the rationale for the training program, which uses participants' individual experiences to explore the nature of structural discrimination in society and to devise ways to end it. Included are program outlines and trainer's notes for 3-, 6-, and 12-hour versions of the training program. Part 2 presents nine units that each contain at least one training activity complete with trainer's notes, suggested delivery methods, and handouts. The unit topics are as follows: introductions and ice breaking; ground rules; inequality in society; linking theory to practice; emerging issues; challenging discrimination; developing practice; planning action; and conclusions and evaluation. Part 3 contains 11 documents supporting the training activities, including the following: equal opportunities glossary; definition of social inequality and explanation of how and why it happens; overview of key legislation; guidelines for women-only education; checklists for voluntary members and tutors; list of 19 useful addresses; and 15 references. (MN)

ED 423 391 CE 077 134

Coben, Diana
Radical Heroes. Gramsci, Freire and the Politics of Adult Education. Studies in the History of Education, Volume 6. Garland Reference Library of Social Science, Volume 1006.
PUB DATE- 98

Labor Supply; *Policy Formation; *Public Policy; Trend Analysis; Wages
IDENTIFIERS- German Reunification; *Germany; Impact Studies

After German unification in 1990, more than 3 million jobs disappeared in eastern Germany and the obsolescence of eastern German capital stock became apparent. Further escalation of mass unemployment was successfully held in check; however, it soon became clear that labor market policies appropriate for western Germany were not, in and of themselves, enough to solve the employment problems in eastern Germany. Although it was clear that the main priorities in resolving eastern Germany's labor market problems after unification were to restructure the infirm economy, replace dilapidated infrastructure, and overcome the shock of unification, the details of the reconstruction and "catching-up" processes required by the eastern German economy were harder to define. The first step in the "catch-up" process was to institute East-West transfer payments. Other measures that have proved successful include the following: job creation measures designed to reach specific target groups; lump sum wage cost subsidies; provision of training to meet industry's needs; and establishment of labor promotion and structural development enterprises in eastern Germany. Training and qualifications have been deemed especially important because they are considered major incentives for development of more sophisticated jobs. (Twenty tables/figures and 73 references are included.) (MN)

ED 423 410 CE 077 169

Padak, Nancy
Choices. Author: George Ella Lyon. Trade Book Teaching Ideas from the OLRC Reading Group. Teacher to Teacher Series.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Beginning Reading; Book Reviews; Classroom Techniques; *Decision Making; Learning Activities; *Literacy Education; *Short Stories

"Choices" is a collection of 13 stories that George Ella Lyon, a writer of children's books, wrote specifically for adult new readers after conferring with adult basic education students in Kentucky. Although the individual stories are written from various people's points of view, they all tell of the dreams, hopes, and lives of working class people. Literacy teachers might offer several of the stories to their students simply to read. Six stories can serve as the focus of class discussions and other oral and written class activities, including activities requiring students to work in teams and develop charts and Venn diagrams. The ideas developed for using the stories with beginning readers were field tested in three separate adult basic education and literacy classes consisting primarily of female students who ranged in age from 23 to 65 years and whose reading level ranged from grade 1 to grade 12. Most of the students immensely enjoyed reading the stories aloud and participating in the class activities, and many students demonstrated noticeable improvements in their reading skills, vocabulary, and comprehension. The group discussion activities designed around the stories also helped students learn social skills and problemsolving skills together. (MN) exploration practices must highlight career management skills. The Internet offers another tool for career planning. It is useful for "educating yourself on job searches and career transitions, researching prospective employers, tracking trends, making contacts with other people, and identifying and generating professional opportunities" (Koonce 1997). Career development practices must reflect the employment trends and practices of the workplace and support individuals in their efforts to develop the knowledge, skills, and behaviors that will enable them to be successful. (Contains 17 references) (MN)

ED 423 428   CE 077 220

Kerka, Sandra
Volunteering and Adult Learning. ERIC Digest No. 202.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; Educational Opportunities; *Learning Processes; Organizational Climate; *Voluntary Agencies; *Volunteer Training; *Volunteers
IDENTIFIERS- ERIC Digests; *Learning Organizations; *Volunteer Management

Like adult education, the field of volunteer management shows increasing movement toward professionalization. The establishment of standards--both for the profession of volunteer management and for volunteer service itself--is generating debates similar to adult educators' debates over purposes and objectives. The types of learning that occur in volunteer settings cross the spectrum of adult learning and include the following: instrumental learning, problem solving, experiential learning, empowerment, formal education and training, informal and incidental learning, and self-directed learning projects. Because much of volunteers' learning occurs beyond managerial control, volunteer managers may need to focus on how their organizational culture supports learning. Volunteering holds great potential for adult learning, even if the connections are not always explicit. Adult educators can help improve the quality of learning through the volunteer experience in the following ways: advocate a broader view of learning that goes beyond courses and workshops to include mentoring, peer support, and information needs; share with volunteer managers current knowledge about self-directed learning, program development, and assessment of adult learners; and provide greater recognition and support for informal learning by increasing individuals' capacity for critical reflection, enabling them to recognize and document their volunteer activities as learning experiences. (Contains 15 references) (MN)

ED 423 429   CE 077 221

Brown, Bettina Lankard
Family Literacy: Respecting Family Ways. ERIC Digest No. 203.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.

either stayed the same or increased; nearly half of students with learning difficulties were following accredited courses. Exclusion of vulnerable learners from education, difficulty of demonstrating progression, and stress and bureaucracy were concerns noted by respondents. Older adults and people with profound or complex learning difficulties were starting to miss out, as programs for them were not growing as rapidly as that for younger adults and those with moderate learning difficulties. Basic skills was the most common subject offered to adults with learning difficulties; skills for independence and communicative skills figured very prominently. Provision increased in volume but the range of learning opportunities was narrowed. Support was booming and increased funding was being effectively accessed, but few colleges and LEAs deemed their support to be well developed. Access and transport remained problems. Half of colleges and LEAs reported better liaison with external agencies, but colleges noted a steep decline in working together. Loss of strategic planning was a serious casualty. An agenda for action was proposed. (YLB)

ED 423 446   CE 077 273

Coare, Pam, Ed.; Thomson, Alistair, Ed.
Through the Joy of Learning. Diary of 1,000 Adult Learners.
SPONS. AGENCY- European Social Fund, Dublin (Ireland).;
  Department for Education and Employment, London (England).
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Academic Achievement; Adult Education; *Adult
  Learning; *Diaries; Foreign Countries; Learning Activities;
  *Learning Experience; *Learning Motivation; Lifelong Learning;
  Open Education; Personal Narratives; Postsecondary Education;
  Womens Education
IDENTIFIERS- Great Britain

Based on a national project to collect "diaries of 1,000 adult learners," this book contains the writings of men and women from across Britain about the joys and challenges of learning. Some write about courses such as those run by further education colleges or Open University, Workers' Educational Association, and Women's Institute. Others describe serendipitous learning as volunteers or club members, in social and leisure pursuits, or at work. Part 1 is a selection of 28 whole diaries that illustrate the diversity of both style and context. They have been chosen because they explore the way formal and informal learning enriches and complicates everyday experience and illustrate the enormous variety of opportunities available to the adult learner. Part 2 is arranged according to significant themes that emerged in the experiences of the diarists about the motivations, challenges, learning experiences, and achievements of adult learners. Shorter extracts from a larger number of diaries illuminate and explore these themes. An afterword about working with the diaries discusses in more detail their creation and considers how they might be used by researchers, policy makers, and participants in adult education. Appendixes contain: 20 readings, abbreviations, and indexes of diarists and institutions, organizations, and places where the diarists' learning occurred. (YLB)

ED 423 447   CE 077 274

Uden, Tony

training programs (N=66). Results are presented in tables and discussed. Results indicate considerable variability among participants in the meanings they attribute to probabilistic expressions used in the reports and considerable overlap among the words or expressions studied. Differences in the meanings attributed to probabilistic phrases suggest possible differences in the ways counseling psychologists are taught to understand the language of test interpretation reports. (Author/EMK)

ED 423 466 CG 028 682

Substance Abuse Prevention: Maine's 1997 Data Report. County Profiles on Risk and Protection for Substance Abuse Prevention Planning.
PUB DATE- 97
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; Local Norms; *Prevention; Secondary Education; State Norms; State Surveys; *Substance Abuse
IDENTIFIERS- *Maine

This document presents uniformly collected data for the State of Maine and each of its counties on selected known risk factors for alcohol and drug abuse and the prevalence of substance abuse-related problems. A "Read Me First" section presents the state's approach to prevention. Information is provided on risk and protective factors, the "Six State Study Survey," possible applications, the structure of the data and the report, and recommendations for use by counties. The survey provides prevalence data on use of alcohol, cigarettes, marijuana, inhalants, psychedelics, cocaine/crack, and other drugs. Community risk factors, perceived availability of substances, community laws and norms favorable to drugs, family risk factors, and peer/individual risk factors are assessed. For each county a summary highlights in verbal form the data for youth and adults that are exceptional compared to the state averages for substance use, attitudes, family, and community. County profiles provide data on substance use by adults, 6th-8th graders, and 9th-12th graders for each county. Data for the community, the family, the peer/individual level, and outcome indicators are presented as standardized measures relative to the state rate. Four appendixes include relevant census data. (EMK)

ED 423 467 CG 028 683

Dana, Robert Q.
State of Maine Alcohol and Other Drug Use: An Assessment of Students in Grades 6-12. Risk and Protective Factors, 1996.
SPONS. AGENCY- Maine State Dept. of Mental Health and Mental Retardation, Augusta.
PUB DATE- 96
NOTE- 411p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drinking; *Drug Use; Intermediate Grades; Prevention; Secondary Education; Sex Differences; State Norms; State Surveys; Substance Abuse; Violence
IDENTIFIERS- *Maine

Primary findings of the Maine Student Drug Survey, administered should help sensitize school personnel to the value and appropriate use of school social workers and provide a sense of purpose and direction in this area of practice. In addition, this manual describes how social workers, in concert with other school and community personnel, can address academic, social and interpersonal barriers to students' success. Designed to update the knowledge of schools' social workers, the manual also serves as a basic resource for planning and in-service training. It may also be utilized to educate and to assist interested community members, other educators, parents, parent teacher association, and educational organizations. Sections include: (1) School Social Work in North Carolina; (2) Social Work Services in the Schools; (3) School/Community-Based Service Coordination/Case Management; (4) School Social Work Job Description; (5) State Licensure of School Social Workers; (6) School Work Organization and Administration; (7) Statues and Policy Guide Social Work Practice; (8) Professional Practice and Code of Ethics; (9) School Social Work Literature; and (10) Professional Resources. Eight appendixes include a list of barrier identification, taxonomy of tasks performed by social workers, sample forms, names and addresses of relevant journals and approved programs in the state, a list of standards of competence, code of ethics, and references. (MKA)

ED 423 487 CG 028 717

McCarthy, Christopher J.; Seraphine, Anne E.
Exploration of Ethnicity and Coping Resources among Middle Schoolers.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Coping; *Ethnic Groups; Factor Analysis; Intermediate Grades; Junior High Schools; *Middle Schools; Stress Management; Test Validity
IDENTIFIERS- *Middle School Students

One of the most pernicious effects of stress is its effect on the ability of children and youths to function in the classroom. This study examined the factor structure of the Coping Resources Inventory for Educational Enhancement (CRISEE), an instrument designed to measure the coping resources and stressor load of children and youth. Participants were 1,546 students aged 10-16 from two ethnically diverse middle schools in the Southwest. Ethnicity was described as Latino, European American, African American, Mexican, Multiracial, Native American, Asian American, and Other. An exploratory factor analysis was conducted using tetrachoric correlations to estimate an unweighted least squares factor solution. This yielded a five factor solution for coping resources which replicated previous findings by W. L.Curlette and others. However, the external stressors scale did not emerge as unidimensionally distinct, which is discussed in terms of both methodology and theory. Implications for clinical interventions with children and youth in clinical settings and recommendations for further instrument development are also discussed. (Contains 1 figure, 7 tables, and 102 references.) (EMK)

ED 423 488 CG 028 718

within students' responses to texts. As an instructional method, the traits can be taught in a classroom situation to address critical thinking development alongside a literature-based curriculum. The paper concludes that, using the six traits, effective reading assessment and instruction can take place within clear criteria, grade-appropriate scoring guides for literacy and informational texts, and a continuum of performance skills within each of the six trait areas. (Contains 37 references.) (RS)

ED 423 507 CS 013 272

Haisman, Gilbert
SWOT: Study without Tears. For University, Polytechnic and Senior Secondary Students.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Higher Education; Information Skills; Internet; *Learning Strategies; Notetaking; Secondary Education; Student Needs; *Study Habits; *Study Skills; *Test Wiseness
IDENTIFIERS- Learning Starters

Noting that research shows that sound study practices increase chances for academic success, this booklet is intended to help secondary and postsecondary students improve their study methods and take charge of their learning. After an introduction, the first section discusses planning for success (goal setting and organizing a study space). The following section discusses how to find information quickly (setting a purpose before looking for information, books, libraries, and the Internet). Next, the booklet discusses what to do when a student does not understand new facts or ideas. It then elaborates effective ways to learn new information (getting an overview, setting a purpose, making up questions, talking it through, learning the language of a subject, variety and repetition, note-making, and reading skills. The last section addresses earning higher marks (writing skills, writing essays and assignments, oral presentations, and making the most of examinations). (RS)

ED 423 508 CS 013 273

Phillips, Gwenneth; Smith, Pauline
Closing the Gaps: Literacy for the Hardest-to-Teach.
PUB DATE- 97
NOTE- 44p.; An abridged version of the major research report "A Third Chance To Learn."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Foreign Countries; *Instructional Effectiveness; Low Achievement; Primary Education; *Reading Achievement; Reading Difficulties; *Reading Improvement; Reading Research; Remedial Programs; *Remedial Reading
IDENTIFIERS- Reading Recovery Projects

*English Instruction; Grading; *Integrated Curriculum; *Language Arts; *Literature Appreciation; Mass Media; Student Evaluation; Writing Instruction

IDENTIFIERS- Conversation; Historical Background

Presenting a consistent, integrated approach to the English/language arts, this book describes integrated, research-based principles for the teaching and learning of language, accompanied by numerous examples drawn from either the author's own experiences in the schools or from the professional literature. New and expanded features in this fourth edition include: early emphasis on curriculum integration; a new chapter on creating classroom community; updated reading references for children and young adults; discussion of the role of national standards in curriculum development and planning; expanded material on oral English and drama, with emphasis on integrating them into the curriculum; and continued exploration of the grading/evaluation dilemma, providing strategies for teachers to derive grades and mark papers while still maintaining strong support for their students' efforts. After a prologue (A Documentary History of Teaching the English Language Arts), chapters in the book are: (1) Exploring and Teaching the English Language Arts; (2) The Integrated Curriculum; (3) Creating Instructional Units; (4) Creating Classroom Community; (5) Engagement with Literature; (6) Literature and the Young Adult; (7) Organizing to Teach Literature; (8) Teaching Writing; (9) Writing for the Here and Now; (10) Exploring Language; (11) Classroom Talk, Drama, and Performance; (12) Language: A Mass Medium; and (13) Assessment, Evaluation, and Grading. (Contains a coda (Idea(l)ism and Successive Approximation) and an approximately 200-item bibliography.) (RS)

ED 423 528   CS 216 485

Norton, Donna E.; Norton, Saundra E.
Language Arts Activities for Children. Fourth Edition.
PUB DATE- 99
NOTE- 446p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Computer Uses in Education; Educational Technology; Elementary Education; *Language Arts; *Learning Activities; Lesson Plans; Listening Skills; Mass Media Effects; Mass Media Role; Multicultural Education; Oral Language; Teaching Guides; *Whole Language Approach; Writing Instruction

This activities book illustrates how teachers can use teaching methods and strategies to build children's language arts skills as well as create a stimulating, enriched environment. The activities in the book include many opportunities for the integration of the language arts across the curriculum. Because of the growing demand for literature-based instruction, most of the activities include selections of children's literature that may be used to focus the lesson and to expand interest in and knowledge of children's literature. All activities in the book are developed in a lesson plan format and all have been tested in school environments. A new section in this edition develops literacy activities around technology and computers. Sections of the book are: Creative Language Activities; Oral Language and Cognitive Development Activities; Listening Activities; Writing Activities; Activities for the Mechanics of Language;

Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Cultural Influences; *English (Second Language); Higher Education; *Language Role; *Mexican Americans; Spanish Speaking; *Student Experience; Student Needs; *Writing Instruction
IDENTIFIERS- Focusing Strategies; Nonnative Speakers; Writing Patterns; *Writing Style

The fact that a writer's culture influences the composing style is undeniable. Spanish speakers writing in English often allow their points to "leap around," perhaps constituting a pattern the instructor does not see. In "Beyond Culture," Edward Hall explains that cultures operate under either "monochronic" or "polychronic" time. In the monochronic United States, events happen one after another according to a time schedule. In a polychronic system, however, several things might be happening simultaneously because the culture places emphasis on people rather than on preset arrangements. When an instructor lived in Mexico, planned outings were always delayed because someone would be late--a scheduled time had limited meaning. The way a culture measures time is indicative of a world view and permeates other areas of life, including composing patterns. The instructor knows how to focus on a thesis statement when composing and to keep asking how each little point fits in. But the result would not be the same for someone without training. Many students from polychronic cultures, such as Mexico's, produce essays that take roundabout paths, that are indirect, circuitous, and resistant of directness. Professor Raul Ybarra believes that the indirections students sometimes follow stem from a predilection for storytelling; in storytelling, digressions are common. The process of switching or adapting rhetorical styles is a complicated one that involves many components of composing and thinking, but by showing students that their cultural influences are natural, they will be more likely to accept the fact that changing their writing styles is an attainable and worthwhile goal. (Contains 8 references.) (NKA)

ED 423 548 CS 216 514

Roskelly, Hephzibah; Ronald, Kate
Reason To Believe: Romanticism, Pragmatism, and the Teaching of Writing.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *English Instruction; Rhetorical Theory; *Romanticism; *Teacher Behavior; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Pragmatism

Addressing the possibility of making positive change in education, this book explores the way that American pragmatism and the rhetoric of North American romanticism work together to create a method for restoring hope to composition and English teachers and responsiveness to the systems they work within.

Ownership" (Douglas A. Boyd); "Factors Influencing Repatriation Intention, an Aspect of the Brain Drain Phenomenon" (Kingsley O. Harbor); "American Imperialist Zeal in the Periphery: The Rural Press Covers the Spanish-American War and the Annexation of the Philippines" (Dane Claussen and Richard Shafer); "A Content Analysis of 'The Jerusalem Post'--Bias in Syria-Related and Har Homa Articles" (Hala Habal); "Sources in 'New York Times'' Coverage of China before and after June 4th, 1989: A Content Analysis Focusing on Influence of Crisis Situation on Sourcing Patterns of US Media in World News Coverage" (Guoli Li); "Finnish Women and Political Knowledge: What Do They Know and How Do They Learn It?" (Helena K. Sarkio); and "Beyond Asian Values in Journalism: Towards Cultural Politics in the Asian Media Globalization" (Min Soo Kim). (RS)

ED 423 566 CS 509 910

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). International--Part II.
PUB DATE- 98
NOTE- 611p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Civil Liberties; Democracy; Economic Factors; *Foreign Countries; Government Role; Higher Education; *International Communication; *Journalism Education; Language Skills; Marxian Analysis; *Mass Media Use; Media Research; *News Reporting; Newspapers; Public Opinion; Radio; Telecommunications; Television
IDENTIFIERS- *Media Coverage

The International--Part II section of the Proceedings contains the following 20 papers: "An Economic Imperative: Privatization as Reflected in Business Reporting in the Middle East. Egypt as a Case Study" (Leonard Ray Teel, Hussein Amin, Shirley Biagi, and Carolyn Crimmins); "Broadcasting in South Africa: The Politics of Educational Radio" (Paul R. van der Veur); "Why Beijingers Read Newspapers?" (Tao Sun, Xinshu Zhao, and Guoming Yu); "News about Korea and Japan in American Network Television Evening News: A Content Analysis of Coverage in 1996" (Jowon Park); "Political Parties and Changes in Taiwanese Electronic Media in the 1990s" (Wei-Kuo Lin); "State Control on Television News in Post-War Lebanon" (Marwan M. Kraidy); "American News Coverage of International Crisis Negotiations: Elite Sources of Media Framing and Effects on Public Opinion" (Dhavan V. Shah, Kent D. Kedl, and David P. Fan); "Press Finance and Economic Reform in China" (Huailin Chen and Chin-Chuan Lee); "Putting Okinawa on the Agenda: Applying Three Complementary Theories" (Beverly Horvit); "Western Press Coverage of the United Nations Operation in Somalia: A Comparison of Extra- and Intra-media Data Sources" (Anita Fleming-Rife); "Telling the Truth or Framing a Crisis?: Comparative Analysis of the 1994 North Korean Nuclear Threat as Portrayed in Two American and Two South Korean Newspapers" (Young Soo Shim); "Media, Democracy and Human Rights in Argentina" (Dave Park); "Bahamian TV Programming, 1977-1997: A Case Study of Cultural Proximity" (Juliette Storr); "The Price of Ignorance: How Correspondents' Language Skills Limit Their Work in Japan" (Beverly Horvit); "Michael Fay in 'Lash Land': A Case Study of Social Identity Construction in Foreign News Coverage" (Meredith Li-Vollmer); "Pleasure, Imperialism, and Marxist Political Economy:

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Budgeting; Case Studies; *Educational Finance; Educational Objectives; Elementary Secondary Education; Expenditures; *Resource Allocation; School Administration; School Effectiveness; *School Funds

The purpose of this study was to examine the operations of a Texas high-poverty middle school focusing on teachers as a significant component in the flow of resources and their effect on achievement. The sample in this study included 11 math teachers and 26 English/language arts teachers, all from the same school, along with randomly selected sample of even numbered at-risk and non-at-risk students for sixth, seventh, and eighth grade. The results indicate that students' math achievement was not significantly affected by teacher preparation, and there was no difference between the two categories of students regarding student achievement. The study results suggest that teachers' knowledge, skill level, caring, commitment to student learning, and the school's organizational capacity were incongruent with the needs of high-poverty students. The reason is that serious misalignments produce marginal productivity. Misalignment is the result of a mismatch between the resource and the learner. The findings also indicate the need for more comprehensive microlevel studies that measure the unique characteristics, preparation, development, allocation, and actual use of teacher resources. Contains 56 references. (RJM)

ED 423 584 EA 028 890

Butchart, Ronald E., Ed.; McEwan, Barbara, Ed.
Classroom Discipline in American Schools: Problems and Possibilities for Democratic Education.
PUB DATE- 98
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Environment; *Discipline Policy; *Educational Environment; Elementary Secondary Education; Empathy; Power Structure; *School Safety; Student Behavior; Teacher Attitudes; Teacher Student Relationship

Some of the modes of classroom control, particularly the democratic, moral, and political perspectives of such management, are explored in this book. The collection of articles has three purposes: (1) revive the debate between educators and communities, in order to rekindle the core ethical issues surrounding school discipline; (2) present studies of classroom life, of curriculum, and pedagogy, drawn from several research traditions, and use these to further insights in classroom management; and (3) build a case against the mainstream of discipline and management. The chapters are: chapter 1, "Punishments, Penalties, Prizes, and Procedures: A History of Discipline in U.S. Schools" (Ronald E. Butchart); chapter 2, "'Uncontrolled Students Eventually Become Unmanageable?': The Politics of Classroom Discipline" (Landon E. Beyer); chapter 3, "The Visceral Pleasures of the Well-Worn Rut: Internal Barriers to Changing the Social Relations of American Classrooms" (Jackie Blount); chapter 4, "What Is Michael Always Getting Timed Out? Race, Class, and the Disciplining of Other People's Children" (Brian M. McCadden); chapter 5, "Contradiction, Paradox, and Irony: The World of

Secondary Education; Institutional Cooperation; *Partnerships in Education; Shared Resources and Services; Theory Practice Relationship

Some of the essential elements of educational partnerships and what it takes for these associations to succeed are presented. The brief opens by describing the growing trend of companies working in partnership with one another to improve education by sharing expertise, leveraging limited resources, broadening markets, and tackling complex issues. The text looks at the various kinds of associations, such as limited partnerships, coalition partnerships, and collaborative partnerships, and how these strategic relationships still allow organizations to retain substantial independence. The steps to partnering are discussed, as are the reasons organizations should work together, including an enhanced ability to do more with less, to better meet shifting needs and conditions, to create new markets, and to form professional learning communities. Elements that contribute to a successful partnership include establishing a clear, shared sense of direction; adapting leadership to fit the structure; encouraging interactivity throughout the system; moving from competition toward collaboration; communicating frequently and effectively; investing time; building strategic relationships; learning while doing; and assessing progress. A chart detailing the different ways to create partnerships is provided. (RJM)

ED 423 604 EA 029 372

McRobbie, Joan
Focus on California's Class-Size Reduction: Smaller Classes Aim To Launch Early Literacy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Educational Assessment; *Elementary School Teachers; Evaluation Needs; Information Needs; Primary Education; Program Effectiveness; Program Evaluation; Teacher Student Ratio
IDENTIFIERS- *California; *Class Size Reduction

Smaller class sizes in California were viewed as a way to improve K-3 education, especially in the area of literacy. The urgency to act prompted state leaders to adopt class-size reduction (CSR) without knowing for sure that it would work and without establishing a formal procedure for evaluating the program. This report looks at past research on smaller class sizes and the finding that smaller classes do not automatically lead to higher achievement. It details the importance of combining CSR with teacher support and explains that quick-fix training, a shortage of bilingual teachers in California, and the influx of new teachers present their own set of problems. CSR must be part of a comprehensive approach in which schools plan creatively and comprehensively to make CSR part of a larger effort to improve instruction. Promising strategies include the use of ongoing community dialogue, the imaginative use of new and existing resources, and new kinds of collaboration with higher education, the community, and other school districts. (RJM)

ED 423 605 EA 029 376

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Housing; *College Students; *Deafness; *Dormitories; Higher Education; *Partial Hearing; *Peer Relationship; Social Life; Student Personnel Services; *Substance Abuse

These two conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on campus life issues for individuals with deafness or hard of hearing. The first paper, "A Customized Residence Hall Experience for Students Who Are Deaf or Hard of Hearing" (Nancy Kasinski and others), describes an academic residential program for students with deafness or hard of hearing at Northern Illinois University. The Hearing Impaired Interest Floor is designed to bring together students who have common interests, provide special recreational and social events including captioned tapes, provide educational programs that pertain to hearing impairment, and stimulate interaction between those students who are deaf and hard of hearing and those who are preparing for careers in working with individuals who are deaf or hard of hearing. "Alcohol and Other Drug Use among Post-Secondary Deaf and Hard of Hearing Students" (Kathy Sandburg), describes the Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals, a program designed to meet the chemical dependency treatment needs of such individuals in an environment that is cognizant of and responsive to the communication and cultural needs of individuals with deafness or hard of hearing. (CR)

ED 423 623 EC 305 953

Kolvitz, Marcia, Ed.
Focusing on Non-Traditional and Underserved Students.
PUB DATE- 96
NOTE- 90p.; Section 6 of Challenge of Change: Beyond the Horizon, Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 497.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academically Gifted; Career Development; College Students; Cultural Differences; *Deafness; Diversity (Student); *Education Work Relationship; Elementary Secondary Education; *Gifted; Higher Education; Minority Groups; *Nontraditional Students; *Partial Hearing; Population Trends; *Student Personnel Services; Transitional Programs

These six conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on serving nontraditional students with deafness or hard of hearing. The first paper, "Helping Minority Individuals Navigate through Successful School and Work Transitions" (Glenn B. Anderson and Susan K. McGee), provides an overview of demographic changes occurring among elementary and secondary students who are deaf or hard of hearing, and presents data on the post high school transition experiences of a sample of minority deaf and hard of hearing youth. Data from another study on the career preparation, entry, and advancement experiences of minority individuals in professional and technical jobs are also reported. The second paper, "Services for Students Who Are Hard of Hearing" (Pamela J. Belknap), discusses the specific needs of students who are hard of hearing. Other papers include: "Traditionally Underserved Deaf education policy; content areas of critical importance to TA&D projects and current activities in relation to information presented and shared; and future implications for TA&D systems and recommendations for new and/or additional collaborative activities. Recommendations from the conference focused on accessing and disseminating knowledge through technology, impact evaluation, and developing and marketing technical assistance and dissemination services and products. Specific recommendations included: (1) disseminate guidelines to the TA&D projects on accessible web page development; (2) develop a listserv for all TA&D projects; (3) plan for a technology training demonstration; (4) share information on the Government Performance Results Act (GPRA); (5) produce performance indicators consistent with GPRA that have the commitment of constituencies; (6) develop strategies for networking; (7) decide on sound marketing strategies; and (8) develop vignettes of technical assistance impact to demonstrate effectiveness. (CR)

ED 423 642 EC 306 721

Keeping the Promise: Reflections on a Global Workshop on Children with Disabilities in Developing Countries.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Attitude Change; Child Advocacy; Children; *Childrens Rights; Civil Liberties; Conferences; Cultural Influences; *Developing Nations; *Disabilities; Family Involvement; Integrated Services; *International Educational Exchange; *Intervention; Public Opinion; *Public Policy; Workshops

This paper summarizes the "Global Workshop on Children with Disabilities in Developing Countries" held in Washington, D.C. in February 1997. The conference focused on children with disabilities in developing countries which encouraged networking, linkages, and partnerships. The conference was attended by representatives of more than 30 nations, people with disabilities, advocacy groups, nongovernmental organizations, governments, universities, and donor organizations. The two days of pre-workshop meetings, site visits, and presentations for participants from developing countries are briefly described. The workshop itself is summarized in the context of its four recurring themes: (1) family involvement for children with disabilities; (2) coordination of education and health programs; (3) public awareness and information sharing; and (4) protection and rights of children with disabilities. These themes are also addressed in summaries of the workshop's working groups, which focused on obstacles and gaps in services, resources, and strategies/next steps. Among the meeting's recommendations are worldwide implementation and enforcement of doctrines of equality and full access, disability awareness as a dimension of every development assistance program, public awareness campaigns, increased partnerships within and among nations, and a shift from a civil rights to a human rights perspective. A list of participants is attached. (DB)

ED 423 643 EC 306 723

English Syntactic Errors by Arabic Speaking Learners: Reviewed.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adverbs; *Arabic; Conjunctions; Determiners (Languages); *English (Second Language); *Error Patterns; *Interference (Language); Language Patterns; Prepositions; Second Language Learning; Sentence Structure; *Syntax; Uncommonly Taught Languages; Verbs
IDENTIFIERS- Relative Clauses

Based on a review of research, the most common syntactic errors made by native Arabic-speaking learners of English as a second language are discussed. Seven categories of error are distinguished and described: verbal errors (use of tense, phase, aspect, voice, verb formation, concord, finite/non-finite verbs); relative clauses (interlingual and intralingual errors, structural misrepresentation, simplification); adverbial clauses (comparison, purpose, result, concession, manner); sentence structure; articles (definite and indefinite); prepositions (deletion, substitution, redundancy); and conjunctions. It is concluded that most common source of error is the influence of the native language, and that in processing English syntactic structures, Arabic speakers adopt certain strategies similar to those of first-language learners, including simplification and overgeneralization. Contains 52 references. (MSE)

ED 423 661 FL 024 790

Bay, Dale
Teaching English in Japan: A Professional Journey.
PUB DATE- 97
NOTE- 198p.; "Illustrated by Naomi Fujita." Summaries appear in Japanese.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Size; Classroom Communication; Comparative Analysis; Conferences; Conversational Language Courses; *Culture Conflict; English for Special Purposes; *English (Second Language); Feedback; Foreign Countries; Grading; Job Search Methods; *Language Skills; Memorization; Peer Relationship; Politics of Education; Professional Associations; Professional Isolation; Quality of Working Life; Second Language Instruction; Skill Development; Standard Spoken Usage; Stereotypes; Student Attitudes; Teacher Attitudes; Teacher Burnout; Teacher Qualifications; *Teacher Role; Teacher Supply and Demand; Teaching Assistants; *Teaching Experience; Team Teaching; Textbook Selection
IDENTIFIERS- *Japan; Teachers of English to Speakers of Other Languages; *World English

This collection of columns on teaching English as a Second Language in Japan appeared on the English education page of a Japanese English-language newspaper over a period of almost 4 years. Article topics include these: principles of second language learning; differences between language skills; standards of usage; avoiding stereotypes; school politics; trends in Japan; the language of language teaching; motivating students; peer evaluation; judging speech contests; textbook selection; avoiding burnout; teaching as job vs. profession; teacher training and qualifications; attending professional of first language (L1) proficiency to subsequent use of that language (home language maintenance), English proficiency and achievement and English self-concept were examined. Confirmatory factor analysis results showed that L1 proficiency in the tenth grade did not correlate significantly with subsequent English grades in school or English proficiency in twelfth grade, but had a strong positive relationship to twelfth-grade use of L1, and a surprisingly positive correlation with twelfth-grade English standardized test scores. Use of L1 up to twelfth grade showed almost no correlation with twelfth-grade English outcomes. Whereas eighth-grade L1 proficiency showed almost no correlation with tenth-grade English outcomes, eighth-grade L1 use had a negative impact on tenth-grade English test and proficiency. However, these negative effects were found only in early high school and did not persist over time. The results did not support speculation that home language proficiency would have persistent negative effects on English outcomes, but suggest the need for support in L1 enhancement for home language maintenance. (Contains 44 references.) (Author/MSE)

ED 423 684 FL 025 486

Gray, Mark Louis
Don't Forget the Home Language. Creating a Community of Learners in Second Language Classrooms.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *English (Second Language); *Language Maintenance; *Language Role; Language Skills; Language Teachers; *Languages; Skill Development; Student Empowerment

Teachers of English as a Second Language are encouraged to provide support for home language maintenance and use in classroom writing assignment. It is argued that this supports cultural diversity rather than emphasize differences among students, helps in development of literacy and other cognitive skills, and empowers students to achieve and persist. Several classroom activities are described, all of which encourage risk-taking, pride in native culture, and social interaction while being acceptive of the abilities students bring to the classroom. The activities include creation of classroom posters, making bookmarks as gifts, labeling foods and common objects, vocabulary development as a pre-writing exercise, and classroom cooking. (MSE)

ED 423 685 FL 025 488

Huang, Su-yueh
A Comparison between Chinese EFL Students' Peer Response Sessions Held on Networked Computers and Those Held in a Face-to-Face Setting.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International NELLE Conference (6th, Bielefeld, Germany, August 27-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

within the field of artificial intelligence is reviewed briefly. It is noted that while there has been some discussion about parallel distributed processing (PDP) and its potential for understanding cognitive processes in the literature of second language acquisition (SLA), there has been little empirical work involving computer simulation of SLA. Several studies have addressed the utility of computer modeling for explaining some discrete SLA phenomena. Some arguments against connectionism are also found. It is concluded that if the more advanced PDP models can overcome some of the current problems and can allow predictions to be made about real second language learners, connectionism can be useful to SLA researchers. (Contains 26 references.) (MSE)

ED 423 705 FL 025 535

Gass, Susan M., Ed.; Neu, Joyce, Ed.
Speech Acts across Cultures: Challenges to Communication in a Second Language. Studies on Language Acquisition, 11.
PUB DATE- 95
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advertising; Arabic; Contrastive Linguistics; Discourse Analysis; Foreign Countries; French; Intercultural Communication; *Interlanguage; *Interpersonal Communication; Language Proficiency; Language Research; *Linguistic Theory; North American English; Persuasive Discourse; Pragmatics; Research Methodology; Second Languages; Spanish; *Speech Acts; *Transfer of Training; Uncommonly Taught Languages
IDENTIFIERS- Arabic (Egyptian); China; Japan; *Politeness; South Korea; United States

Articles on speech acts and intercultural communication include: "Investigating the Production of Speech Act Sets" (Andrew Cohen); "Non-Native Refusals: A Methodological Perspective" (Noel Houck, Susan M. Gass); "Natural Speech Act Data versus Written Questionnaire Data: How Data Collection Method Affects Speech Act Performance" (Leslie M. Beebe, Martha Clark Cummings); "Cross-Cultural Realization of Greetings in American English" (Miriam Eistenstein Ebsworth, Jean W, Bodman, Mary Carpenter); "Egyptian and American Compliments: Focus on Second Language Learners" (Gayle L. Nelson, Waguida El Bakary, Mahmoud Al Batal); "Politeness Strategies in French and English" (Michael L. Geis, Linda L. Harlow); "Transfer and Proficiency in Interlanguage Apologizing" (Naoko Maeshiba, Naoko Yoshinaga, Gabriele Kasper, Steven Ross); "My Grade's Too Low: The Speech Act Set of Complaining" (Beth Murphy, Joyce Neu); "Ethnographic Interviewing as a Research Tool in Speech Act Analysis: The Case of Complaints" (Diana Boxer); "From the Addressee's Perspective: Imposition in Favor-Asking" (Myra Goldschmidt); "Transfer of Pragmatic Competence and Suggestions in Spanish Foreign Language Learning" (Dale April Koike); "Suggestions To Buy: Television Commercials from the U.S., Japan, China and Korea" (Richard Schmidt, Akihiko Shimura, Zhigang Wang, Hy-sook Jeong); and "Culture, Negotiations and International Cooperative Ventures" (John L. Graham). (MSE)

ED 423 706 FL 025 536

Kloss, Heinz
The American Bilingual Tradition. Language in Education: Theory and Practice No. 88.
SPONS. AGENCY- Office of Educational Research and Improvement

*Work Environment; Work Experience
This refugee women's job preparation curriculum is designed to provide facilitators with a sourcebook of information and activities to assist refugee and immigrant women in gaining unsubsidized employment. It specifically addresses the needs of women with children and the impact of employment on home and family life. The curriculum materials integrate information and discussion about employment issues with language and literacy practice activities. Specific objectives are to assist participants in identifying goals, skills, interests, and personal strengths, explore the impact of employment on home and family life, discuss the effects of welfare reform, practice job search skills, and discuss the culture of the American workplace. Each of the 11 units unit contains warmup activities to introduce the topics and gather participant input, followed by group discussions, small group, and individual work. There are activities for structured practice in reading, writing, and speaking. Speakers from the community and from agencies and field trips to potential work and training sites are integrated into the curriculum. An introductory section provides suggestions for classroom teaching and field trips (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 725 HE 030 816

Rose, Bruce J.
MPA and CPM Curriculum: An Analysis of the Views of Public Administrators.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 15p.; Working paper presented at the Annual Meeting of the Indiana Political Science Association (Terre Haute, IN, April 12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; Course Content; Educational Needs; Government Employees; Higher Education; *Management Development; *Masters Programs; National Surveys; *Professional Training; Program Effectiveness; *Public Administration; Skill Development; *State Officials; Training Objectives; Workshops
Views of state public administrators about management education and training needs were investigated, as were administrator views concerning short-term management development workshops. Data was drawn from responses to questionnaires mailed to 5,980 state administrators who were selected from a national survey and from random samples using lists provided by states, state-supported programs, and universities; respondent profile data are included. Results suggest that respondents regard as important the topics addressed by both Masters of Public Administration (MPA) programs and by Certified Public Manager (CPM) programs, which are government-supported management training programs. The MPA respondents cited as most important learning about organizational behavior, budget operations, and political institutions. CPM respondents cited problem-solving techniques, strategic planning, and performance management as most important. Responses of the MPA and CPM respondents were not compared because the two groups had not been given a dissimilar set of items. The majority of the CPM respondents reported finding their training only somewhat valuable in increasing their effectiveness. However, all respondents felt

ED 423 744 HE 031 538

Mulvey, Patrick J.; Nicholson, Starr
Bachelor's Degree Recipients Report, 1997.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Astronomy; *Bachelors Degrees; College Outcomes Assessment; College Seniors; Decision Making; Employment Potential; Graduate Study; Higher Education; Labor Market; Majors (Students); *Physics; Student Financial Aid; Student Surveys
IDENTIFIERS- *American Institute of Physics

This report analyzes data on bachelor's degree recipients in physics or astronomy in 1997. Data are from a survey of senior-level physics majors (n=1,696) and the American Institute of Physics' Enrollments and Degrees Survey, and include text, tables, and graphs. The report notes that: (1) the number of undergraduates who received bachelor's degrees in physics continued to decline; this class total (3,826) was 8 percent lower than in the previous year and 24 percent lower than in 1989; (2) the decline in undergraduate degrees granted has been three times as great at departments that also offer graduate-level degrees as at departments offering only undergraduate degrees; (3) almost one-third of bachelor's degree recipients reported a double major, with mathematics most commonly the other field; (4) 41 percent of degree recipients entered directly into the job market and 53 percent planned advanced study; (5) historically, although over half of newly conferred bachelors degree recipients entered graduate school immediately, in this class 33 percent planned further studies in physics and 20 percent planned further study in other fields; (6) median starting salary for 1997 graduates was $34,800, an increase of 12 percent over the previous year; and (7) of students planning advanced study, only 4 percent anticipated relying primarily on their own funds. (DB)

ED 423 745 HE 031 539

McCall, H. Carl
New York State's Higher Education Policy Vacuum.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; *Educational Administration; *Educational Policy; Governance; Government Role; Government School Relationship; *Higher Education; Long Range Planning; Needs Assessment; *Policy Formation; Political Influences; State Government; *Strategic Planning
IDENTIFIERS- *New York

This report by the New York State Comptroller states that the state is currently making decisions regarding higher education based on short-term fiscal and political concerns rather than basing such decisions on long-range strategic plans founded on carefully deliberated policies. Specifically, New York has been without a comprehensive review of higher education policies for the last quarter century, that the state's investment in higher education ($3.7 billion annually) is not being effectively

ED 423 764 HE 031 610

Baiocco, Sharon A.; DeWaters, Jamie N.
Successful College Teaching: Problem-Solving Strategies of Distinguished Professors.
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *College Instruction; *Faculty Development; Higher Education; Interviews; Problem Solving; Professors; Surveys; Teacher Effectiveness; Teaching Assistants; *Teaching Methods; Teaching Models

This book offers successful teaching approaches based on college surveys and interviews with 30 professors who have received awards for teaching excellence. Chapter 1 is an overview of the challenges of college teaching. Chapters 2 and 3 consider agents for change, institutional inertia, and an historical evaluation of faculty development. Chapters 4 through 8 propose a new and invigorated system of faculty development centering around excellence in teaching. These chapters explore character as a hallmark of teaching excellence and profile the presentation styles, scholarship of teaching, and problem-solving strategies of the award-winning college teachers. A theory of teaching is proposed in chapter 9, which also offers suggestions for identifying those with the potential to become excellent teachers. Chapter 10 summarizes the current options for developing teaching assistants' teaching skills. Finally, chapter 11 suggests that a national force of distinguished teaching faculty be identified as leaders of learning communities, focusing on techniques of instructional problem-solving and faculty self-evaluation. Appendices include survey instruments and some suggested tools for professional development. (Contains approximately 175 references.) (DB)

ED 423 765 HE 031 611

Jencks, Christopher, Ed.; Phillips, Meredith, Ed.
The Black-White Test Score Gap.
PUB DATE- 98
NOTE- 523p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Achievement Tests; Black Students; Child Rearing; *Cultural Differences; Educational Environment; Elementary Secondary Education; *Family Environment; Genetics; Higher Education; Intelligence Tests; *Racial Differences; Research Needs; *Scores; *Test Bias; White Students

The 15 chapters of this book address issues related to the continuing test score gap between black and white students. The editors argue against traditional explanations which emphasize differences in economic resources and demographic factors, and they urge that more emphasis be put on psychological and cultural factors. The book suggests studies of the effects on student performance of schools' racial mix, class size, ability grouping, and other policies. Chapters have the following titles and authors: (1) "The Black-White Test Score Gap: An information includes a statement of the board's mission and goals, a list of FY (fiscal year) 2000 system budget categories and priorities, a state map showing public university locations, and the board's organizational chart. The main body of the report is comprised of executive summaries of the five-year strategic plans submitted by each of the state's public universities. These are: Alcorn State University, Delta State University, Jackson State University, Mississippi State University, Mississippi University for Women, Mississippi Valley State University, the University of Mississippi, the University of Mississippi Medical Center, and the University of Southern Mississippi. Also included is an executive summary of the five-year strategic plan proposed by the system administration office. (DB)

ED 423 785   HE 031 633

Jacobsen, Michele
Bridging the Gap between Early Adopters' and Mainstream Faculty's Use of Instructional Technology.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Instruction; *Diffusion (Communication); *Educational Technology; *Faculty Development; Higher Education; Resistance to Change; *Technological Advancement; Technological Literacy; Technology Transfer
IDENTIFIERS- Diffusion of Innovations Model; *Early Technology Adopters; *Rogers (Everett M)

This paper examines characteristics of early and later adopters of educational technology among college faculty and suggests models for encouraging wider diffusion of technology for teaching and learning. Using Rogers' (1995) theory of diffusion of innovations, the paper examines: (1) the characteristics which distinguish early adopters from others; (2) the implications of developing a long-term plan for campus-wide activities based on the characteristics of early adopters; and (3) the alternatives to such a plan. The paper finds different characteristics and roles for each of the five categories of adopters under Rogers' diffusion theory. Especially noted is the "chasm" between early adopters, who are interested in the technology itself, and later adopters, who are concerned primarily with teaching and learning and view ease of technology use as critical and want proven applications with low failure risk. Such studies suggest that case study research of individuals who are both early adopters of instructional technology and excellent teachers are needed. The paper concludes that to achieve adoption by mainstream faculty, campus-wide planning and investment in the human infrastructure is needed, including training and support which capitalizes on the opinion leadership and persuasive qualities of early adopters. (Contains 47 references.) (DB)

ED 423 786   HE 031 634

Jacobsen, Michele
Instructional Quality, Student Satisfaction, Student Success, and Student Evaluations of Faculty: What Are the Issues in Higher Education?
PUB DATE- 97
NOTE- 33p.

ED 423 805 HE 031 653

Belcheir, Marcia J.; Armstrong, James; McKinnon, Ellie
Instructional Practices: Student Preferences, Teacher Use, and the Gaps Between. Research Report 98-03.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; Educational Practices; Higher Education; *Student Attitudes; Student Evaluation of Teacher Performance; Student Experience; Student Reaction; Student Surveys; *Teaching Methods; *Undergraduate Students

This study examined instructional practices previously found to have improved student academic performance, the extent to which undergraduate students preferred these practices, how often they occurred in the classroom, and the relationship of these practices to grade point averages, motivation, educational preparation, and retention. A survey was developed that listed 38 instructional practices related to lectures, examinations, reading assignments, writing projects, quantitative assignments, and other general classroom practices. Students (n=204) were asked to indicate how much they preferred each practice and how often they experienced each. Findings indicated: (1) the instructional practices most preferred by students were clear directions/format for their writing assignments, feedback on their writing, and feedback on why test answers were right/wrong; (2) more successful students were more likely to prefer prompt return of tests, required attendance, lectures broken up with other activities, and specific feedback on their writing; (3) less successful students were more likely to prefer study groups for tests, sample test questions, study guides for reading assignments, and help with study techniques; and (4) the effective practices least likely to be experienced were teaching study techniques, creating interest in reading assignments, and giving sample test questions prior to the test. The survey and its statistical analysis are appended. (Contains 36 references.) (DB)

ED 423 806 HE 031 654

Belcheir, Marcia J.
Student Satisfaction with Academic Advising. Research Report 98-04.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Educational Counseling; Faculty Advisers; Higher Education; Participant Satisfaction; Questionnaires; *Student Attitudes; Tables (Data); *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Boise State University ID

This study examined the academic advising process at Boise State University (Idaho) prior to implementation of "signatureless registration" (advisor's approval not necessary for course registration) and other changes in the advising process. Students (n=890) in 21 undergraduate classes responded to a learner, or instructional needs which define or create boundaries for the instructional product; (2) select design features--using instructional and learning theories, media selections research, and personal experience to support design feature selection; (3) resolve conflicts--giving special consideration to features which are desirable with regard to one or more conditions and undesirable with regard to another condition; and (4) create the design layout--using the ABC's R US design principles (alignment, balance, contrast, chunking, repetition, utility, and simplicity). Explanations and graphic examples of these principles are provided. (DLS)

ED 423 824   IR 019 045

Bohlin, Roy M.
The Affective Domain: A Model of Learner-Instruction Interactions.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Classification; *Cognitive Processes; Educational Objectives; Epistemology; Instructional Design; Interaction; Models; *Student Attitudes; *Student Motivation; Theory Practice Relationship
IDENTIFIERS- *Affective Domain

This paper presents a model for those interested in the design and/or research of instruction in the affective domain. This model is an integration of current theories and models in the affective domain. It is a broad and comprehensive model which represents the hierarchical structures and interactions of affective and related cognitive factors, including attitudes, beliefs, values, anxiety, motivation, attributions, confidence, and interests. The first section of the paper provides a theoretical framework of research in the affective domain; three figures depict taxonomies of the affective domain. Constructs of interest to those who work in the affective domain are defined in the second section. The third section describes the Model of Learner-Instruction Interactions in the Affective Domain; a diagram shows the interactive relationship of instructionally important factors (e.g., attributions, confidence, attitudes, motivation, and values). Applications and limitations of the model are discussed. Implications of this model and ways that researchers and designers can contribute to the model are also considered. Contains 12 references. (DLS)

ED 423 825   IR 019 046

Boling, Elizabeth; Brown, J. P.; Ray, Sumitra Das; Erwin, Anthony; Kirkley, Sonny
Visual Design for Interactive Learning Tools: Representation of Time-Based Information.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February

organizational ladder to improve management throughout the system. Lessons learned in implementing the process include the following: (1) quality improvement cannot be legislated; (2) to achieve real change, management also must be willing to change; (3) staff at all levels are capable of assuming increased levels of responsibility and contributing to the process of change; (4) viewing clients as "customers" and understanding that they have rights serves to reframe the client-provider relationship; (5) improving the quality of services does not have to mean increased costs; and (6) by involving other organizations in the change process, the quality of services can be affected more broadly. (KC)

ED 423 373 CE 076 941

Cujba, Andrei, Ed.; Westfried, Stefan, Ed.
La Carriere: Chance ou Planification? = Career: Chance or Planning? = Cariera: Sansa sau Planificare? Proceedings of the Annual Meeting of the International Association for Educational and Vocational Guidance (Brasov, Romania, September 22-24, 1997).
PUB DATE- 97
NOTE- 473p.
LANGUAGE- English; French; Romanian; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Career Change; *Career Choice; *Career Development; *Career Guidance; *Career Planning; *Education Work Relationship; Foreign Countries; French; Motivation; Occupational Mobility; Postsecondary Education; Preservice Teacher Education; Romanian; Secondary Education; Spanish; Unemployment; Vocational Maturity; Youth Employment

These proceedings consist of 62 presentations (21 written in French, 19 in English, 21 in Romanian, 1 in Spanish). The foreword appears in French, English, and Romanian. Papers written in English include the following:"Vocational Guidance and Change of Career: The New Demands" (Graciela Canessa); "Intervention Strategies. Youth Unemployment--"Compensatory Programs" (Mirta Graciela Gavilan); "Guide of Works and Experiences to Carry Out with the Video Used as Initial Stimulus" (Silvia Gelvan de Veinsten); "Occupational Motivation Questionnaire. Motivational Development and Vocational Guidance" (Raquel Migone de Faletty, Jose Eduardo Moreno); "Vocational Guidance, Its Challenges and Crossroads at the End of the Millennium" (Diana Rossi); "Career Information and Counselling in the Internet Era" (Phillip S. Jarvis); "Careerist, Wage-Earner or Entrepreneur: Work Values and Counselling" (Peter Plant); "Guidance for Career Planning--The European Perspective" (Michael Vorbeck); "Phare-Sponsored New Guidance Systems in Hungary" (Sandor Lisznyai, Zsuzsa Vajda); "Adult Career Development: Some Features from the Seventies to the Nineties" (Magda Ritook); "The Labour Market Today and Tomorrow" (Yvonne Bartholomeus, Saskia den Broeder); "Patterns and Effects of Mentorship in Career Development" (Gr. Nicola); "Perception of Standard Five Pupils (Grade 7) Regarding Technology" (A.M. Dube); "Technology-Driven Career Planning Programs in Spain" (E. Repetto, B. Ballesteros, B. Malik); "Teachers as Student and Parent Counsellors--A Possibility for Better Communication in Schools" (Kerstin Hagg, Svea Maria Kuoppa); "Careership: A Sociological Theory of Career Decision Making" (Phil Hodkinson); "The Role of Career Guidance in Societies in Transition" (A.G. Watts); "Development of Conceptual Model of the Careers Guidance Interview: Researching

NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Andragogy; Educational History; *Educational Philosophy; *Educational Theories; Foreign Countries; *Literacy Education; Politics of Education; *Social Change
IDENTIFIERS- Brazil; *Freire (Paulo); *Gramsci (Antonio); Radical Education

This book examines the ideas of two radical heroes of adult education: Antonio Gramsci (1891-1937) and Paulo Freire (1921-1997). The book is organized into six chapters. Chapter 1 introduces both men and their influences on adult education. Chapter 2 examines Gramsci's educative concept of politics, focusing on his concepts of hegemony and the intellectuals. Chapter 3 explores Freire's concept of education as political and the transformative role of adult education in liberating the oppressed. Chapter 4 looks at the points of contact and divergence of Gramsci's and Freire's ideas. Chapter 5 examines the references to Gramsci and Freire in the adult education literature and evaluates the linkage of their ideas in the context of a consideration of Gramsci's and Freire's status as radical heroes. Chapter 6 reviews the state of their ideas in adult education thus far and looks more closely at an account by one adult educator of her work with a social movement: Gelsa Knijinik's teaching and research in ethnomathematics with the landless people's movement in Brazil. (Contains 290 references.) (KC)

ED 423 392   CE 077 137

Quinn, Therese
Your Exhibit Text, My Exhibited Body: A Critical Look at Youth Employment Programs in Museums.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Ethnography in Education Research Forum (19th, Philadelphia, PA, March 6-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arts Centers; Blacks; *Employment Opportunities; Employment Programs; Ethnography; Exhibits; Federal Aid; Federal Programs; History; Minority Groups; *Museums; Postsecondary Education; Racial Bias; *Racial Discrimination; Secondary Education; *Work Experience; *Youth Employment; Youth Programs

A project is planned to explore how low income youth of color experience their employment in the highly segregated neighborhoods of museums and where people of color are in museums as visitors and employees. The researcher will use personal experiences with young people of color directed to the institutions through foundationally and federally subsidized service learning and employment training programs and experience museums first and most thoroughly as service workers, more often using museums to gain employment skills than to explore art, science, or other products of culture. Black employees at one museum regularly refer to it as the "plantation," since few of them work on the research and exhibit development floors; most are not vertically mobile. At another museum, youth speak of blatant and covert racism. The

ED 423 411 CE 077 182

Positive Activities Campaign.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescents; Career Development; *Disadvantaged Youth; Early Adolescents; Mentors; *Voluntary Agencies; Volunteers; *Youth Clubs; *Youth Opportunities; *Youth Programs

This packet contains four pamphlets that are part of a campaign to encourage adults to provide and promote positive activities for youth and to serve as role models for young people. "Positive Activities: A Campaign for Youth" includes information on what positive activities are, how to get involved in helping to provide positive activities for youth, mentoring, and resources available from the Positive Activities Campaign. "Your Time, Their Future: Positive Activities to Promote a More Productive Workforce" suggests roles for national and local companies and ways to make company resources more available for youth programs. "Your Time Their Future: Membership-based Groups Provide Positive Activities" describes the role of clubs, lodges, and civic organizations and partner with youth organizations. "Get Involved in Someone's Future: A Guide to Volunteering with Young People" includes suggestions for ways adults can volunteer and examples of successful volunteer programs. (KC)

ED 423 412 CE 077 186

Lesgold, Alan, Ed.; Feuer, Michael J., Ed.; Black, Allison M., Ed.
Transitions in Work and Learning. Implications for Assessment. Papers and Proceedings (Washington, D.C., March 22-23, 1996).
SPONS. AGENCY- Department of Education, Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 97
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Civil Rights Legislation; *Education Work Relationship; Educational Change; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; Federal Legislation; Federal Regulation; *Job Skills; *Labor Demands; Labor Market; Literacy; Postsecondary Education; *Student Evaluation; Testing Problems; Vocational Education; Work Experience

These 12 conference papers offer a view of the evolving role of assessment in fostering learning and clearer signaling of individuals' skills. "Introduction" (Michael J. Feuer, Richard J. Shavelson) is followed by two papers in part I that question whether empirical evidence supports the claim of a skills mismatch in the economy: "Is There a Gap Between Employer Skill Needs and the Skills of the Work Force?" (Harry J. Holzer) and "Skills and the Economy: An Employer Context for Understanding the School-to-Work Transition" (Robert Zemsky). Two papers in part II are microlevel explorations of the changing nature of jobs in specific workplaces: "Should Social Skills Be in the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Influence; Context Effect; *Educational Environment; Educational Needs; Empowerment; Family Environment; *Family Influence; Family Life; *Family Literacy; *Family School Relationship; Functional Literacy; *Literacy Education; Power Structure; Workplace Literacy
IDENTIFIERS- ERIC Digests

Family literacy programs must acknowledge the family as the primary place of learning, and developers of family literacy programs and curricula must focus on the family unit as a whole, building upon the cultural and knowledge capital of the entire family and acknowledging gender and age power relationships within the family. Educators must redefine the relationship of literacy to poverty and socioeconomic status and acknowledge that families who lack English proficiency can offer other family members their languages, multiple approaches to literacy, and ability to deal with life events. Most educational approaches to family literacy recognize parents as a child's most important teachers but fail to recognize the value of literacy transmission from adult to adult, child to adult, or sibling to sibling that occurs in various community cultures. When designing programs and curricula, family literacy practitioners must realize that power issues, particularly those that are education related, can influence a family's literacy practices. Practitioners must also determine how the workplace fits into families' lives. Family literacy programs must be centered in the context of family literacy's real-world application in the home, and they must draw on the experiences and strengths of the families being served. (MN)

ED 423 430 CE 077 229

Wolf, Mary Alice
New Approaches to the Education of Older Adults.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Cincinnati, OH, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; Aging (Individuals); Baby Boomers; Cognitive Style; *Educational Needs; *Educational Practices; Educational Principles; *Educational Strategies; Educational Theories; Intergenerational Programs; Learning Processes; Literature Reviews; Longitudinal Studies; *Older Adults; Program Development; Sex Role; *Theory Practice Relationship

New approaches to the education of older adults can be identified through a review of the literature on the following topics: developmental perspectives (including generativity and integrity) and adult development, life span habits (as determined by longitudinal research), gender roles, reminiscence, cognitive, and need-based learning. One of the conclusions to emerge from this literature is that, although the needs of the coming cohorts of older adults will in some ways replicate those of today's older learners, different and

Widening Participation. Routes to a Learning Society. A Policy Discussion Paper.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Access to Education; Adult Education; *Economically Disadvantaged; *Educational Discrimination; *Educational Finance; *Federal Aid; Foreign Countries; Lifelong Learning; Participation; Postsecondary Education
IDENTIFIERS- *Funding Formulas; *Great Britain

Although 6 million adults in Britain are studying at any one time, survey findings confirm continuing underrepresentation of people in lower socioeconomic levels. This paper suggests that widened participation in education and training is necessary to improve competitiveness and economic success and to enable all to have an equal opportunity of sharing in that success. Much of the skill, knowledge, and experience needed to bring underrepresented groups into learning exists in countless neighborhood and local projects and campaigns and in large-scale initiatives. An alternative to targeting groups is to identify their shared characteristics and to adopt systems that reward and not penalize institutions that make special efforts to recruit and retain such students. The Further Education Funding Council's (FEFC) Funding Methodology is a formula funding system that relates levels of resource to levels of delivery and creates a common currency for the whole range of its further education offer. The FEFC is challenged to make this formula fit the goal of widening participation. Its Widening Participation Committee holds out the promise that changes will be proposed in the FEFC Funding Methodology to extend opportunity for those currently excluded. Suggestions have been made for increasing the number of units available for the four elements of the learning process: entry, on program, achievement, and compensating factors. All providers and funders have roles in the process of widening participation. (Contains 83 references.) (YLB)

ED 423 448 CE 077 275

Beattie, Andy
Working People and Lifelong Learning. A Study of the Impact of an Employee Development Scheme.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Blue Collar Occupations; Corporate Education; Foreign Countries; *Individual Development; *Learning Motivation; *Lifelong Learning; Participant Characteristics; *Participation; Program Development; Program Effectiveness; *Staff Development
IDENTIFIERS- *Ford Motor Company; Great Britain

A British study verified whether the educational participation of Ford Motor Company's manual workers significantly increased following introduction of the Employee Development and Assistance Program (EDAP) and identified the features that contributed to its success. Over the past 15 years, studies of working class adults' educational participation in Britain identified demographic characteristics and factors clearly related to participation levels. EDAP offered assistance to every employee who wished to undertake some form of personal during the academic year 1995-96, are presented. Highlights of the study findings, selected prevalence findings, selected risk and protective factor findings, policy recommendations, and recommendations for future research are presented. The questionnaire and the study are described briefly, and descriptive statistics are provided for the sample. Prevalence statistics concerning use by students in grades 6-12 are presented for smokeless tobacco, alcohol, cigarettes, marijuana, LSD and other psychedelics, cocaine and crack, inhalants, steroids, and other drugs. Substance use is compared to grade level and gender. Data comparisons with other states for 1992, 1995, and 1996, and regional comparisons within the state of Maine are provided. Data on the attitudes of students towards violence and the prevalence of violent behavior among youth are presented. Data on risk and protective factors by level (peer/individual, family, community, school) are presented. Four appendixes detail methodology, supporting materials, the survey instrument, and item-by-item results by grade and gender. A separate executive summary provides table of contents, table of figures (26), highlights of study findings, selected prevalence findings, selected risk and protective factor findings, policy recommendations, and recommendations for future research. (EMK)

ED 423 468 CG 028 684

Placek, Rita; Pearson, Kaye
Improving Decision-Making Skills in Adolescents.
PUB DATE- 98
NOTE- 102p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Adolescents; *Decision Making Skills; Health Education; *Health Promotion; *Individual Development; Rural Youth; Secondary Education; Self Esteem; Student Development; Well Being

A program for improving adolescents' decision-making skills to reduce the number of inappropriate behavioral choices related to wellness is described. The targeted population consisted of seventh and tenth grade students in a rural, middle class community. Data from local law enforcement records and school-based program referrals supported interpretation of the problem as inadequate decision-making skills. Analysis of probable-cause data revealed that peer and societal pressures as well as developmental issues contribute to inappropriate decision making among adolescents. Review of curricula content and instructional strategies revealed a lack of emphasis on skill development and an overemphasis on delivering information. Analysis of the problem setting, combined with solution strategies suggested by knowledgeable others, resulted in the following interventions: formal instruction in decision-making skills and infusion of the decision-making model into other health-related curricula. Postintervention data indicated an increase in knowledge of health facts, improvement in social skills within the classroom environment, and an increase in the ability to apply a decision-making model to teacher-constructed situations. Appendixes include student tests, supporting data, and program materials. (Contains 52 references.) (EMK)

ED 423 469 CG 028 686

Lambert, Richard G.; McCarthy, Christopher J.; Mejia, Olga L.; Liu, Hsin-tine T.; Wolter, Christienne D.
Structural Model of Coping, Attachment, and Emotions with Parental Conflict.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; College Students; *Coping; *Family Problems; Family Relationship; Higher Education; Marital Instability; Parent Child Relationship; *Stress Variables; *Structural Equation Models

Family sources of stress and conflict are important variables in the well-being of children, adolescents, and young adults. In this study, current models of stress are contrasted with earlier versions, definitions are reviewed, and ambiguities in conceptualization are brought out. Current research on affective information processing is thought to hold considerable promise for understanding the links between cognitions and emotions in families experiencing conflict. A comprehensive model is suggested that attempts to explain the importance of constructs such as family functioning and coping for appraisals of parental conflict and subsequent emotional response. The model tested includes several constructs thought to measure family conflict experiences. Specifically, this study explores the potential role of family functioning, coping resources, and attitudes about mood in influencing cognitive appraisals of family conflict and subsequent emotional responses among college students (N=609). A rationale for the inclusion of these constructs is provided, and additional measures are described. Results are reported and discussed. Further modeling strategies are described, and the resulting model is discussed. (Contains 2 figures, 3 tables, and 105 references.) (EMK)

ED 423 489 CG 028 720

Burns, Jolene; Byrne, Susan; Kiedaisch, Jan; Thiele, Nancy; Weber, Gwyn
Is There a Relationship between Improving Human Relation Skills and Levels of Academic Performance?
PUB DATE- 98
NOTE- 43p.; Master's Action Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Action Research; Adolescents; Behavior Disorders; Behavior Problems; Children; Elementary Secondary Education; Grade 7; High School Students; *Interpersonal Competence; Junior High School Students; Kindergarten; Kindergarten Children; Student Development

This Action Research Project implemented a program for improving human relation skills intended to raise the academic performance level of students. The target population consists of kindergarten, seventh grade (regular/at-risk), and high school (regular/behavior disordered) students. Analysis of both

A study examined the effectiveness of a program designed to help the hardest-to-teach, lowest-achieving readers to function at the level of the same-aged peers. Subjects, 35 children referred from Reading Recovery who did not meet discontinuation criteria, worked with specially trained teachers for 30 minutes daily, 5 days a week. The main difference between this project and Reading Recovery is that it assumed that these children had not yet learned to read or write because educators had not yet learned the best way to teach them. Teachers used collegial interaction, joint problem-solving, more refined ways of observing children's reading behavior, more adaptive teaching responses, and more detailed ways of recording teacher-child behavior to help these children. Results indicated that 24 children completed their programs. Out of these children, 19 were able to transfer out of the project and read and write in a group with their matched peer; those who did not transfer all made substantial gains; and children from different ethnic and language backgrounds were successful. Findings suggest that children who do not meet Reading Recovery discontinuing criteria can learn how to accelerate their progress and catch up to their same-age peers in a relatively short time. Findings also highlight the necessity for specialized training (focusing on teacher self-monitoring) to get specialized teaching. (Contains 9 references, 12 examples of teacher/student talk, and 4 graphs and a table of data.) (RS)

ED 423 509   CS 013 274

Quate, Stephanie
Implementing the Colorado Basic Literacy Act (CBLA).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Evaluation Methods; Parent Teacher Cooperation; Primary Education; Program Implementation; *Reading Instruction; State Legislation; State Standards; *Student Evaluation; Teaching Guides
IDENTIFIERS- *Basic Literacy Act (Colorado 1996)

This handbook aims to assist Colorado school districts as they implement Colorado's Basic Literacy Act of 1996. Suggestions in the handbook are grounded in research and aimed towards one goal: to ensure that all Colorado students are reading well. The handbook notes that the act makes three promises: Colorado educators will work in partnership with parents to teach all students to read by the end of third grade; educators will routinely assess student progress toward proficiency in reading; and schools will provide intensive reading instruction for students who need additional help. Part 1 provides an introduction to the Colorado Basic Literacy Act. Part 2 addresses building a district literacy plan (the continuum of reading services, an outline for building a literacy assessment plan, what might be in the implementation plan, and best practices in teaching reading). Part 3 discusses assessments (suggested assessments for kindergarten; examples of kindergarten assessments; suggested first, second, and third grade assessments; assessments available in Spanish; what a

Activities for Literature; Media Activities; Multicultural Activities; and Technology and the Language Arts. (RS)

ED 423 529   CS 216 486

Bigrigg, Carin
"Mind the Gap": Bridging Cultural, Age, and Value Differences.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Classroom Techniques; English Instruction; Extension Education; Higher Education; Learning Activities; Learning Strategies; *Nontraditional Students; Reentry Students; Self Evaluation (Individuals); Student Centered Curriculum; Teacher Student Relationship; *Writing Instruction; *Writing Skills
IDENTIFIERS- University of New Mexico

Students in a University of New Mexico English extension class at Kirtland Air Force Base differ in age, culture, values, and skills, all of which must be taken into account by the instructor. Most of these students are returning students with past experiences and education which most traditional students do not have, and at least half the class was older than the instructor. Despite a population different from the traditional students on the main campus, some regular strategies were helpful to adult learners, especially in aiming for a student-centered, active, and discussion oriented classroom. Key strategies for teachers to use with adult learners include: (1) asking them to assess their own skills; (2) teaching basic skills early; (3) modeling the skills and thinking you are asking them to learn; (4) providing plenty of opportunities for dialogues; (5) helping them build upon previous knowledge and experience by showing appreciation for it; and (6) emphasizing group work. In discussion, the focus can be on fostering critical thinking and analysis skills while discussing particular issues. The goal becomes helping adult learners examine and analyze their experiences so that they can write about them for others in a meaningful way. (Contains 7 references.) (CR)

ED 423 530   CS 216 487

Standley, Melissa
Sharing Stories and Conversation: Teaching Culture(s) in a College Literature Class.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Literature; Classroom Techniques; *College English; Cultural Background; *Cultural Context; Ethnic Groups; Ethnocentrism; Higher Education; *Literature Appreciation;

What the book calls "romantic/pragmatic rhetoric" offers teachers a way to locate the roots of their beliefs and methods, to name them, and thus to act to change and challenge systems that have become in William James' phrase "tyrannical machines." Chapters in the book are: (1) Is Teaching Still Possible?; (2) The Doctrine of Use: Seeds of Romantic/Pragmatic Rhetoric; (3) Romantic Dialectics and the Principle of Mediation; (4) Imperfect Theories: The Pragmatic Question of Experience and Belief; (5) A Way of Seeing Is Also a Way of Not Seeing: Whatever Happened to Romanticism and Pragmatism?; (6) Changing the Course of the Stream: Romantic/Pragmatic Perspectives on Systems; and (7) What Difference Does It Make? Romantic/Pragmatic Rhetoric in Action. Contains approximately 200 references. (RS)

ED 423 549 CS 216 516

Maris, Mariann
Alliances and School Board Members.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; Boards of Education; *College School Cooperation; *Collegiality; Elementary Secondary Education; *English Teachers; Higher Education; *Inservice Teacher Education; *Interprofessional Relationship; Teacher Administrator Relationship; Teacher Attitudes; Teacher Education Programs; Teacher Improvement; Teacher Workshops
IDENTIFIERS- University of Wisconsin Milwaukee

Three basic concepts help to describe the author's experience as a school board member whose "real" job is working in the English Department at the University of Wisconsin-Milwaukee as a part of the academic staff: (1) personnel matters; (2) matters of budget; and (3) university/K-12 collaboration. When school boards decide that the K-12 budget is too fat and that expenses need to be cut, they look first at in-service training for teachers and staff. Three free programs planned by the Milwaukee Area Academic Alliance in English each year normally attract 60-70 teachers. English teachers from middle school through the University level exchange ideas--from schools throughout southeastern Wisconsin and northern Illinois. One reason for the success of the Alliance is that programs are designed to appeal to a diverse group of prospective participants. The collegial relationships that are established between college, middle and high school teachers, and school board members through the Alliance effectively diminish artificial barriers between them. (CR)

ED 423 550 CS 216 520

Abdullah, Mardziah Hayati
Problem-Based Learning in Language Instruction: A Constructivist Model. Eric Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.

Exploring a Biological Base" (William Thomas Pritchard); "Media, Markets and Messages: Ghana's Radio Forced To Make Choices" (Janice Windborne); "Journalism under Fire: Reporting the El Mozote Massacre" (Kris Kodrich); "Telecommunications Policy Reform and the Legacy of the Indian Post-Colonial State" (Paula Chakravartty); and "Human Rights in China: A Pawn of a Political Agenda? A Content Analysis of 'The New York Times' (1987-1996)" (Xigen Li and Charles St. Cyr). (RS)

ED 423 567 CS 509 911

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Law.
PUB DATE- 98
NOTE- 466p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Civil Liberties; Computer Mediated Communication; *Freedom of Information; Government Role; *Internet; *Journalism; *Laws; *Legal Problems; Libel and Slander; Mass Media Role; Mass Media Use; Public Agencies
IDENTIFIERS- Cyberspace; First Amendment; *Freedom of Information Act; Legal Research; Trademarks

The Law section of the Proceedings contains the following 13 papers: "Link Law: The Evolving Law of Internet Hyperlinks" (Mark Sableman); "Bits, Bytes and the Right to Know: How the Electronic Freedom of Information Act Holds the Key to Public Access to a Wealth of Useful Government Databases" (Martin E. Halstuk); "Mirrored in Parody, Mired in Paradox: Trademark Dilution and An Ancient Art" (Stephen J. Earley); "The Supreme Court and its 'Public': The Maturation of Theory and Interpretation" (Susan Dente Ross); "The Viability of the Libel-proof Plaintiff Doctrine Following the Masson Decision" (Raymond N. Ankney); "Building Bridges: Metaphors and Analogies Used by Courts in Cases Involving the Internet" (Stephanie Lyn Beck); "Merging Law and Ethics: Discourse Legal Theory and Freedom of Expression" (David S. Allen); "Mass Communications Research in First Amendment and Other Media-Related Federal Court Opinions" (Dane S. Claussen); "Behind the Veil: The Rights of Private Individuals in the Wake of 'Hustler' v. Falwell" (Diane L. Borden); "When News Artists Take without Asking: Digital Photo Collage as Transformative Commentary" (Wilson Lowrey); "Setting New Boundaries: How Iowa Newspaper Editors Are Applying a New Law Granting Them Expanded Access to Juvenile Names" (Constance K. Davis); "Revisiting Free Speech on Private Property in the New Information Environment: A First Amendment Response to the Private Ownership Model" (JoAnne Holman); and "The Journalist's Privilege for Nonconfidential Information in States with Shield Laws" (Anthony L. Fargo). (CR)

ED 423 568 CS 509 912

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Mass Communication and Society.
PUB DATE- 98
NOTE- 545p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English

Classroom Management" (Barbara McEwan); chapter 6, "Interpreting Glasser's Control Theory: Problems that Emerge from Innate Needs and Predetermined Ends" (Sue Ellen Henry and Kathleen Knight Abowitz); chapter 7, "Judicious Discipline" (Forrest Gathercoal); chapter 8, "But Will It Work? The Practice of Judicious Discipline in Southern Minnesota Schools (Virginia L. Nimmo); chapter 9, "Empathic Caring in Classroom Management and Discipline" (Sharon A. Stanley); and "Conclusion" (Barbara McEwan). An index is included. (RJM)

ED 423 585 EA 028 897

Jennings, Todd, Ed.
Restructuring for Integrative Education: Multiple Perspectives, Multiple Contexts. Critical Studies in Education and Culture Series.
PUB DATE- 97
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Change Strategies; Children; *Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Fused Curriculum; Higher Education; *Integrated Curriculum; *Politics of Education; *Program Effectiveness; *School Restructuring

Integrative education is defined as education that promotes learning and teaching in nonfragmented ways that embrace notions of holism, complexity, and interconnection. Furthermore, integrative education embraces the links, rather than the divisions, between the academic disciplines (e.g., arts and sciences) and between various subjective and objective epistemologies and methods of inquiry. The chapters include personal narratives, case studies, theoretical pieces, and reports of original research. Each chapter approaches the topic of integrated education from a variety of theoretical, perspectives including complexity theory, critical theory, social constructivism, phenomenology, and postmodernism. The chapters are: chapter 1, "Developmental Dialectic of Students, Faculty, and Higher Education" (Ivan D. Kovacs and Helen J. Shoemaker); chapter 2, "Service Learning and the Liberal Arts: Restructuring for Integrated Education" (Robbin D. Crabtree); chapter 3, "Confronting the Ultimate Learning Outcome: We Teach Who We Are" (Susan Drake); chapter 4, "Transforming School Psychology: Paradigmatic Assumptions and Impediments to Holistic roles" (Dudley J. Wiest and Dennis A. Kreil); chapter 5, "Restructuring Classroom Management for More Interactive and Integrated Teaching and Learning" (Barbara Larrivee); chapter 6, "From Alienating to Liberating Experiences: A New Comer's Learning Experiences in the New Culture" (Danling Fu); chapter 7, "Recent Mexican Immigrants: Forgotten Voices in the High School Restructuring Process" (Rosalie Giacchino-Baker); and chapter 8, "Restructuring as an Integrative Process" (Sam Crowell and Renate Caine). Contains a bibliography and an index. (RJM)

ED 423 586 EA 029 087

Young, Michelle, D.
Multifocal Educational Policy Research: Toward a Method for Enhancing Traditional Educational Policy Studies.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Conference of the University Council for Educational Administration (Orlando, FL,

Foster, Lenoar
Principal and Teacher Leader Preparation via a Collaborative Distance Program: Building the Professional Community for School Reform.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Distance Education; Educational Change; Elementary Secondary Education; *Graduate Study; Models; *Professional Development; *Professional Isolation; Teacher Improvement

This paper presents a model of graduate education for advanced teachers and aspiring school administrators that establishes and fosters the foundations for the development of the professional community in schools. Graduate students enrolled in the first distance-education cohort of a new graduate-degree program became cognizant of the need and importance of the professional community as a vehicle for greater understanding and collaboration. The study describes ways to confront professional isolation and the toll that such isolation takes on educators. It discusses ways to enhance the educational professional community through graduate-degree program design. The paper then presents the results of a 5-year longitudinal study of graduate students in a distance-education cohort graduate-degree program in education. The study focuses on tracking the meanings and activities attributed by graduates of the program to their growing understanding and involvement in building the foundations of the professional community among their colleagues and within schools. All students agreed that the program had deepened their understanding of qualities needed by teachers and school leaders. (RJM)

ED 423 606 EA 029 377

Wallace, Mike
Synergy through Teamwork: Sharing Primary School Leadership.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Management Teams; Organizational Development; Program Effectiveness; Program Evaluation; *School Administration; Teacher Administrator Relationship; *Teamwork
IDENTIFIERS- Great Britain

Virtually all British secondary (high) schools and many primary (elementary) schools feature what is called a senior management team (SMT), typically consisting of the headteacher (principal), one or more deputy heads (vice principals), and other teachers. To explore how SMTs are working, a survey questionnaire was mailed to 150 headteachers in randomly selected primary schools with 300 of more pupils. Case studies of SMTs in four schools supplemented the survey data. Three aspects of the conceptual framework are outlined: a dual cultural and political perspective for analyzing interaction

Adults: Triumph or Tragedy?" (Mario P. Insabella and Steve Glenn); "Tools for Language: Rehab 101 and Cultural Diversity" (Jesse Gates); "Adjusting to Hearing Loss: The Trials and Tribulations of a Deafened Adult" (Steve Larew); and "Academically Gifted Deaf Students Attending Regular Four-Year Colleges and Universities" (Robert S. Menchel). (Some papers contain references.) (CR)

ED 423 624 EC 305 954

Kolvitz, Marcia, Ed.
Developing Career Planning and Placement Strategies.
PUB DATE- 96
NOTE- 50p.; Section 7 of Challenge of Change: Beyond the Horizon, Biennial Conference on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 497.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Deafness; *Employment Level; *Employment Problems; *Employment Services; Higher Education; *Job Placement; *Partial Hearing; Student Personnel Services; Supervisor Qualifications; Supervisors; Surveys
IDENTIFIERS- Seattle Central Community College WA

These three conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on career planning and placement strategies for students with deafness or hard of hearing. The first paper, "Successful Job Development and Placement Strategies with Deaf and Hard of Hearing College Students" (Sara L. Geballe), describes the employment services for students with deafness or who are hard of hearing at Seattle Central Community College. Barriers to successful employment of these students are identified. The second paper, "Career Success of Deaf and Hard of Hearing Graduates: Preliminary Findings of a Ten-Year Study" (John G. Schroedel and others), discusses the results of a study of 325 individuals with deafness or hard of hearing that examined career attainment ten years after postsecondary graduation. The study found that the majority were economically self-sufficient and worked in professional, technical or managerial jobs. The final paper, "Deaf Supervisors of Hearing Employees: A Profile in Progress" (Janet MacLeod-Gallinger and Susan Foster), reports findings from a survey of 121 postsecondary graduates with deafness or hard of hearing that sought to identify supervisors of primarily hearing employees. Results found 43 of the graduates were currently supervisors. (Some papers contain references.) (CR)

ED 423 625 EC 305 955

Kolvitz, Marcia, Ed.
Focusing on Staff Development and Administrative Issues.
PUB DATE- 96
NOTE- 24p.; Section 8 of Challenge of Change: Beyond the Horizon, Biennial Conferenre on Postsecondary Education for Persons Who Are Deaf or Hard of Hearing (7th, April 17-20, 1996, Knoxville, Tennessee); see EC 305 497.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference

Profiles of State Monitoring Systems.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Formative Evaluation; Infants; National Surveys; *Program Evaluation; *State Departments of Education; *State Standards
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *Program Monitoring

This document presents profiles of the state education agency (SEA) program monitoring systems in the 58 states and jurisdictions receiving funds under Part B of the Individuals with Disabilities Education Act. The first section includes an overview of the Office of Special Education Programs (OSEP) compliance monitoring review system is provided. The second section includes a large matrix comparing all states and jurisdictions is presented. The matrix covers the following areas: demographics, staffing, personnel used as part of monitoring teams, process and materials, forms, and changes. The largest portion of the document is comprised of individual state profiles. Profiles typically include contact information, a state summary, and a more detailed explanation of the state or jurisdiction's specific system of program monitoring. A matrix comparing program evaluation materials used follows the profiles. The survey sent to all SEAs is attached. (DB)

ED 423 644 EC 306 734

Kjerland, Linda
Project Dakota Outreach: Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cultural Differences; Curriculum Development; *Disabilities; Disadvantaged Environment; Early Childhood Education; *Early Intervention; *Family Programs; Interdisciplinary Approach; Models; Outreach Programs; Public Agencies; Staff Development; State Agencies; Training Methods; *Urban Areas
IDENTIFIERS- Department of Housing and Urban Development; Enterprise Zones

This final report describes the activities of Project Dakota Outreach, an early education program for children with disabilities designed to assist families living in Department of Housing and Urban Development (HUD) Empowerment and Enterprise Zones in Texas, New York, and Minnesota. The major feature of the model is power-balancing, a concept comprised of family-staff interaction protocols that lead to staff responsiveness to families throughout early intervention conferences; professional isolation; classroom techniques; classroom communication; the teacher's role and the learner's role; large classes; useful class activities and exercises; memorization; grading; working with assistant teachers; team teaching; cultural issues and culture shock; finding a teaching job; and the need for vacations. Each article is accompanied by a summary in Japanese. Five book reviews are also included. (MSE)

ED 423 662   FL 024 953

Rorschach, Elizabeth; MacGowan-Gilhooly, Adele
Fluency First in ESL.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 209p.; Appendices (p.30-209) contain reprinted material frequently of marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Curriculum; *College Second Language Programs; *Curriculum Development; *English (Second Language); *Faculty Development; Higher Education; *Language Fluency; Language Proficiency; Program Descriptions; Program Effectiveness; Program Evaluation; *Whole Language Approach
IDENTIFIERS- City University of New York City College

The Fluency First in English as a second language (ESL) project at City College (New York) began as a result of the high failure rate among ESL writing students at the college, and the fact that this kept many students from entering the regular college courses. Revision on the ESL reading and writing curricula, beginning in 1987, focused on incorporating the whole language approach to developing fluency and resulted in a significant departure from conventional ESL pedagogy. Faculty workshops were developed, and subsequent implementation of changes in ESL teaching resulted in improved student writing and in higher student success rates. The new curriculum was formalized and training was offered more broadly and consistently. Course repetition rates have declined substantially, college-level writing test passing rates have increased from 33 percent to 70 percent, and the ESL passing rate in freshman composition courses has almost doubled. ESL teachers express satisfaction with the curriculum, faculty workshops, and student progress. Students have evaluated the program positively, and teachers from other parts of the country have responded enthusiastically to conference presentations about the approach. (MSE)

ED 423 663   FL 025 108

Bilingual/English as a Second Language Programs, Models, and Organizational Designs for General and Special Education Students.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Financial Support; Limited English Speaking; *Program Design; Program Development; Public Policy; Second Language Programs; *Special Education;

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Classroom Communication; Classroom Techniques; College Students; Comparative Analysis; *Computer Mediated Communication; *English (Second Language); Foreign Countries; Higher Education; *Language Role; Language Usage; Majors (Students); Second Language Instruction; Student Attitudes; Student Behavior; *Teleconferencing; Writing (Composition); *Writing Instruction
IDENTIFIERS- Taiwan

This study compared techniques for teaching collaborative writing to English majors in Taiwan, focusing on the effectiveness of computer-mediated (CM) vs. face-to-face (FF) peer response sessions, measured by amount of speech produced by students and the level of participation in discussion. Subjects were 17 university sophomores in a composition course, divided into four writing groups. Peer response sessions for half of the writing assignments were conducted using synchronous discussion on networked computers, and half were conducted using face-to-face interaction. Analysis of transcripts of the sessions revealed that FF sessions were far more efficient in producing speech (2.5 times greater in five-person groups). Level of student participation in the discussion of each writing issue was much lower in the CM context, and it was only infrequently that discussion of a writing issue had full-group participation. In a typical CM discussion episode, only one student spoke, with no one responding. In contrast, a typical FF discussion episode had the participation of three students. Implications for writing instruction are drawn. (MSE)

ED 423 686 FL 025 489

Huang, Su-Yueh
Differences in the Nature of Discussion between Peer Response Sessions Conducted on Networked Computers and Those Conducted in the Traditional Face-to-Face Situation.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the International Writing98 Conference (Poitiers, France, July 2-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; College Students; Comparative Analysis; *Computer Mediated Communication; *English (Second Language); Foreign Countries; Higher Education; *Language Patterns; Language Usage; Second Language Instruction; Student Attitudes; *Teleconferencing; Writing (Composition); *Writing Instruction
IDENTIFIERS- Taiwan

This study investigated the nature of students' discussion in peer response sessions in an English-as-a-Second-Language composition class in Taiwan. Subjects were 17 university students, divided into four writing groups. Half of the 16 peer response sessions were computer-mediated (CM), the other half in face-to-face interaction (FF). Analysis of transcripts of the sessions indicate significant differences in the ways various types of speech were distributed in the two contexts. In the CM context, since discussions were conducted slowly, students tended to rush through their discussions by quickly typing out the problems they perceived in peers' writing and the revisions suggested, without much explanation of their reasons or reacting to what other group members said by showing

(ED), Washington, DC.
PUB DATE- 98
NOTE- 489p.; "Considered a reprint edition, rather than a revised edition, because we have made no changes to the content of Kloss's original text," but "With a new introduction by Reynaldo F. Macias and Terrence G. Wiley." For the 1977 edition reprinted here, see ED 145 680.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; *Bilingualism; *Civil Rights; Federal Legislation; *Immigrants; Land Settlement; *Language Minorities; Language Role; Minority Groups; Native Language Instruction; *Public Policy; *United States History

The history of language policy in the United States is explored, focusing on the rights of language minorities. The first chapter presents constitutional and ethnolinguistic background information and gives an overview of the main categories of language rights. Chapter two describes the extent to which the federal government has or has not made use of and promoted languages other than English. The third chapter outlines American achievements in toleration-oriented minority rights, and the fourth examines minority rights extended to promote language use among post-independence immigrant groups. Chapters five through eight describe the promotive language rights granted in various geographic areas, including mainland United States (large old- settler groups and smaller groups of original settlers), outlying areas that became states, and overseas possessions that did not attain statehood. Contents are indexed. (Contains 694 references.) (MSE)

ED 423 707 FL 801 182

Carr-Hill, Roy; Passingham, Steve; Wolf, Alison; Kent, Naomi
Lost Opportunities: The Language Skills of Linguistic Minorities in England and Wales.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Bengali; Chinese; *Educational Needs; *English (Second Language); Foreign Countries; Gujarati; *Literacy; *Minority Groups; Punjabi; *Refugees; Second Language Instruction; Second Language Programs; Surveys; Uncommonly Taught Languages; Urdu
IDENTIFIERS- Bosnians; *England; Kurds; Somalia; Tamils

A study investigated the English language needs of five minority language communities in England (Bengali, Gujerati, Punjabi Urdu, Punjabi Gurmukhi, Chinese) and four refugee groups (Bosnians, Kurds, Somalis, Tamils). Data were gathered from 997 individuals in the language groups and 176 in the refugee groups using a test of listening, reading, and writing. Results indicate a high proportion of the groups operate at low levels of English language competence, with very few skilled enough for English-medium study and training, despite relatively high formal educational attainment. Substantial proportions were unemployed. Nearly half had previously had English language instruction, and a similar proportion had taken or were taking English instruction in the United Kingdom. Language skill differences were found for the different groups studied. Younger subjects performed better than older subjects, and that the workshop skills topics were valuable, with team building, presentation skills, and negotiation techniques cited as most important. (Contains 11 references). (SW)

ED 423 726 HE 031 461

Burke, Joseph C.; Serban, Andreea M.
Funding Public Higher Education for Results: Fad or Trend? Results from the Second Annual Survey. Rockefeller Reports.
PUB DATE- 98
NOTE- 8p.; For a related document, see HE 031 462.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Budgeting; Educational Attitudes; *Educational Finance; Educational Policy; *Higher Education; National Surveys; Performance Factors; *Public Colleges; State Departments of Education; State Officials; State Programs; State Universities
IDENTIFIERS- *Performance Budgeting; *Performance Funding

This report presents the results of a telephone survey conducted in 1997 and 1998 of the 50 State Higher Education Finance Officers in regard to performance budgeting and performance funding of public higher education. It was found that 21 states used some form of performance budgeting in public higher education in 1998, up from 16 in 1997, and that 13 states used some form of performance funding in public higher education in 1998, up from 10 in 1997. The 1998 survey indicated that half of the states employed at least one of the two funding programs, and that 11 more were considering adopting such programs in the next 5 years. Eight states had both performance budgeting and performance funding in 1998, and 14 more were considering adopting both programs in the next 5 years. The report also notes that performance funding is becoming less comprehensive and more circumscribed in its goals, and that state mandates and prescriptions are declining, allowing coordinating boards, with campus participation, to initiate less ambitious funding programs. (MDM)

ED 423 727 HE 031 462

Burke, Joseph C.; Serban, Andreea M.
Current Status and Future Prospects of Performance Funding and Performance Budgeting for Public Higher Education: The Second Survey.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 25p.; For related documents, see ED 414 795 and HE 031 461.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Budgeting; Educational Attitudes; *Educational Finance; Educational Policy; *Higher Education; National Surveys; Performance Factors; *Public Colleges; State Departments of Education; *State Officials; State Programs; State Universities; Statewide Planning
IDENTIFIERS- *Performance Budgeting; *Performance Funding

This study examined the attitudes of State Higher Education Finance Officers (SHEFOs) in regard to performance budgeting and performance funding of public higher education. A telephone survey of all 50 SHEFOs or alternate officers was conducted in June 1998, and the results were then compared to a similar survey conducted in April 1997. It was found that 21 states managed, that the state's higher education governance and planning structure does not work, and that higher education too often is the target of budget cuts because the effects of such cuts are not immediately visible. Recommendations urge a comprehensive reevaluation of state policies and reform of the permanent governance system for higher education. Such reform would involve establishment of a new higher education coordinating board, and a revised appointment procedure for trustees of public university systems. Attached supporting information includes an historical review of higher education studies; facts and figures; data on the economic impact of higher education; and information on the College Choice Savings Program. (DB)

ED 423 746 HE 031 540

Returning to Russia. The 1998 Career Guide for Russian Graduates of American Universities. Second Edition.
PUB DATE- 98
NOTE- 83p.; Published by the American Chamber of Commerce in Russia with The Institute of International Education.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business; *Employment Opportunities; Foreign Countries; *Foreign Students; Higher Education; *Job Search Methods; Labor Market
IDENTIFIERS- Institute of International Education NY; *Russia

This book, for students returning to Russia after study in the United States, contains practical suggestions on looking for a job and writing resumes, information on the job market in Russia, advice from returned graduate students, and statistical data about Russian students studying in the United States. It also profiles companies that have expressed an interest in hiring Russian students after study abroad. Introductory material includes messages from leaders of the American Chamber of Commerce in Russia and the Institute of International Education. Section 1 is on the job search. Subsections cover planning and setting goals; the job search while still in the United States and after returning to Russia; practical tips for the job search; and reentry and readaptation in Russia. Section 2 offers advice for returnees, including a Russian labor law primer, a profile of the booming finance market, and advice from former students. Section 3 presents one-page profiles of 24 companies, with information on field of business, company headquarters address, number of employees in Russia, number of employees worldwide, desired qualifications/skills of job applicants, practical and formal training offered, and contact person. A final section describes the American Chamber of Commerce in Russia and the Institute of International Education. (DB)

ED 423 747 HE 031 541

Facilities Inventory and Utilization Study, Fall of 1997, for the State of North Carolina. Higher Education Comprehensive Planning Program. Thirty-First Edition.
PUB DATE- 98
NOTE- 208p.; For previous edition, see ED 412 819.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

Introduction" (Christopher Jencks and Meredith Phillips); (2) "Racial Bias in Testing" (Christopher Jencks); (3) "Race, Genetics, and IQ" (Richard E. Nisbett); (4) "Family Background, Parenting Practices, and the Black-White Test Score Gap" (Meredith Phillips et al.); (5) "Black-White Test Score Convergence Since 1965" (Larry V. Hedges and Amy Nowell); (6) "Why Did the Black-White Score Gap Narrow in the 1970s and 1980s?" (David Grissmer et al.) ; (7) "Does the Black-White Test Score Gap Widen after Children Enter School"? (Meredith Phillips et al.); (8) "Teachers' Perceptions and Expectations and the Black-White Test Score Gap" (Ronald F. Ferguson); (9) "Can Schools Narrow the Black-White Test Score Gap?" (Ronald F. Ferguson); (10) "The Burden of 'Acting White': Do Black Adolescents Disparage Academic Achievement?" (Philip J. Cook and Jens Ludwig); (11) "Stereotype Threat and the Test Performance of Academically Successful African Americans" (Claude M. Steele and Joshua Aronson); (12) "Racial and Ethnic Preferences in College Admissions" (Thomas J. Kane); (13) "Scholastic Aptitude Test Scores, Race, and Academic Performance in Selective Colleges and Universities" (Fredrick E. Vars and William G. Bowen); (14) "Basic Skills and the Black-White Earnings Gap" (William R. Johnson and Derek Neal); and "The Role of the Environment in the Black-White Test Score Gap" (William Julius Wilson). (Individual chapters contain references.) (DB)

ED 423 766 HE 031 612

Ramsden, Paul
Learning To Lead in Higher Education.
PUB DATE- 98
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Administration; College Outcomes Assessment; *Department Heads; Foreign Countries; Higher Education; *Instructional Leadership; *Leadership Training; Outcomes of Education; Productivity; Questionnaires; Theories; *Theory Practice Relationship; Universities

This book addresses principles of management and leadership in higher education, particularly leadership at the academic department level. It argues that academic leadership can improve academic outcomes and staff commitment in the current highly competitive and rapidly changing climate of higher education. Emphasis throughout is on the actual experiences of academic leaders, models of leadership, and on empirical research linking academic leadership, departmental environments, and academic outcomes. Following an introductory chapter, the five chapters of part 1 presents theoretical and empirical background information. Chapters address the following topics: leadership challenges in contemporary higher education; academic productivity and the outcomes of higher education; influences on academic work; leadership from the academic's perspective; and six principles of academic leadership. Part 2 shows how these principles can be used to build a leadership improvement plan for a department head. Chapters discuss vision, strategy and planning; issues of motivation, equity, teamwork, and accountability; and performance management, including ways of developing and

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; *College Instruction; *Educational Quality; Educational Technology; Foreign Countries; Higher Education; Models; *Student Evaluation of Teacher Performance; Teacher Characteristics; *Teacher Effectiveness; Validity
IDENTIFIERS- *University of Calgary (Canada)

This paper reviews issues in student satisfaction and evaluation of faculty as factors in determining instructional quality. It is based on a recent controversy at the University of Calgary (Alberta) which centered around the proposed publication of the results of student evaluations of faculty (SEFs) and was intended to help students, as consumers, make course choices. The paper then addresses seven topics related to the use of SEFs to assess instructional quality at the higher education level. These are: (1) the goals and values of higher education; (2) the educated person; (3) teaching effectiveness; (4) student satisfaction and student success; (5) the consumer model of higher education; (6) research on SEFs; and (7) technology and teaching. The paper notes that research indicates that student satisfaction can be influenced by such variables as teacher expressiveness, gender, rank of professor, expected grade in course, and possibly the integration of technology into instruction. The paper concludes that student satisfaction and student success cannot be separated from an assessment of instructional quality, but that a consumer model is detrimental to the goals of higher education. (Contains 82 references.) (DB)

ED 423 787 HE 031 635

Halstead, Kent
State Profiles: Financing Public Higher Education. 1998 Rankings, 21st Edition.
PUB DATE- 98
NOTE- 72p.; For other "State Profiles" reports, see HE 031 636 and ED 400 746.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Analysis; Data Analysis; *Educational Finance; Enrollment; Financial Support; Higher Education; Models; National Surveys; Public Education; Resource Allocation; *State Aid; *State Colleges; State Government; State Universities; Statistical Data; Tables (Data); *Tax Effort; *Trend Analysis

This report presents comparative data governing the financing of public higher education in each state and the District of Columbia. The model used in data analysis involves the following nine data elements: population, number of high school graduates, public full-time equivalent enrollment, taxable resources, tax revenue collected, state and local government education appropriations, net tuition revenues, personal disposable income, and the system support index. The first chapter explains the purpose of the report and its focus on government funding of public systems. Chapter 2 presents the finance model used in data analysis, as well as the five-step state study procedure. A master table of state ranking positions for state support of public higher education for 1997-98 is presented. Chapter 3 displays national historical data in graphs and tables and a sample state historical analysis. It argues that trends in public policy are better indicators of survey about their advising experience. Analysis of survey responses indicated that: (1) almost 30 percent reported they currently did not have an advisor (either faculty, advising center staff, or peers); (2) about two-thirds thought the advising process adequately met their needs, while one-third did not; (3) about 60 percent reported that their meetings with advisors lasted 15 minutes or less and less than half thought this time was sufficient; (4) topics during an advising session focused on scheduling and registration procedures, although students wanted to talk more about career planning and academic difficulties; (5) less than 40 percent felt their advisor kept them up to date on academic requirements, referred them to other sources for assistance, helped them identify obstacles, or helped them explore careers; and (6) students who were assigned to advising centers were more likely to be satisfied than students who had faculty advisors or peer counselors. Extensive tables detail the study's findings. The survey is attached. (DB)

ED 423 807 HE 031 655

Belcheir, Marcia J.; Michener, Barbara; Gray, Nancy L.
Who Stays? Who Leaves? Results from a Qualitative Freshmen Study. Research Report 98-05.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Age Differences; *College Freshmen; Dropout Research; High Risk Students; Higher Education; Nontraditional Students; Qualitative Research; *School Holding Power; Student Attrition; Student Experience; Success; Withdrawal (Education)
IDENTIFIERS- *Boise State University ID

This study used weekly conversations with 25 freshmen at Boise (Idaho) State University (BSU) and analyses of students' journal entries to examine reasons for BSU freshmen leaving school during or after their freshman year. The 13 students who were successful (reenrolled in the spring and following fall semesters and maintained satisfactory grades) represented all types of students. However, for older successful students a supportive family environment appeared to be critical. For younger successful students, getting involved with campus activities, seeing the value of an education, and enjoying learning seemed to be important factors. Unsuccessful students fell into two groups: one group consisted of women with children who were trying to go to school but lacked support. The other group consisted of 18-year-olds who appeared developmentally unprepared for college. Other "at risk" students (those who reenrolled but had very poor grades) generally appeared to have to try harder to get the same grades others got with less effort. Results indicate that retention efforts must focus on meeting the diverse needs of various student groups. (DB)

ED 423 808 HE 031 656

Murabito, William J.
Student Migration & the State University: Analysis, Strategies & Recommendations.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English

18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Software Development; Courseware; *Design Preferences; Higher Education; *Instructional Design; *Screen Design (Computers); *Time; *Visual Aids; World Wide Web
IDENTIFIERS- Chronology; Java Programming Language; Learning Environments; Time Oriented Data; *Timelines

The development of potentially powerful computer-based tools within rich learning environments is hampered by the constraints of delivery systems (specifically low-resolution, low-real estate displays). In designing a World Wide Web-based tool for manipulating time-based information, the authors have encountered a lack of guidelines or empirical research to help resolve problems related to displaying timelines on 72 dpi, 640x480 pixel computer screens. In a study comparing linear vs. staggered arrangement of standard 32x32 pixel icons on an interactive timeline, it was found that subjects perform significantly faster when making temporal relationship comparisons with the linear arrangement of icons on a timeline. Study participants were 42 undergraduate students at a large midwestern university. Participants interacted with a Java-based timeline/icon display. Data were gathered related to completion time, answer accuracy, and answer accuracy when the "overlaps/overlapped by" temporal relationship from the data set was removed. (Contains 26 references.) (Author/DLS)

ED 423 826 IR 019 047

Bradshaw, Amy C.
Measuring the Learning Cost of Presentation Interference.
PUB DATE- 98
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Attitudes; Computer Software Development; Courseware; *Design Preferences; Higher Education; *Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; Multimedia Instruction; Pretests Posttests; Questionnaires; *Screen Design (Computers); Student Attitudes; Tables (Data); Undergraduate Students; Visual Aids; Visual Literacy
IDENTIFIERS- *Interference Effects; Interference (Learning)

The purpose of this study was to determine the effects of presentation interference on students' ability to learn from, and their beliefs regarding, computer-generated presentations. Informed by single-element screen design studies and professional practice, this combined-element study compared a contextually based, intentionally interference free presentation against two presentations containing multiple, typical design flaws. Undergraduate students (n=118) were randomly assigned to three groups, and subjects individually viewed one of the three treatments. Following the presentation, subjects completed a post test and a belief questionnaire. Three hypotheses were tested: (1) subjects receiving the Exchange of Meaning between Client and Practitioner" (Sally Wilden, Nelica La Gro); and "A Comprehensive Guidance Program for the Whole School" (Norman C. Gysbers). (YLB)

ED 423 374 CE 077 083

Australian Vocational Education and Training Statistics 1997 in Detail.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Enrollment; *Enrollment Trends; Foreign Countries; *Job Training; Postsecondary Education; Public Schools; Secondary Education; *Student Characteristics; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This publication reflects the diversity of the Australian vocational education and training system at client, provider, and program levels. Following an introduction, section 2 presents a summary of data on: Australia by provider type; Australia, 1997 and 1996; states and territories, 1997; and activity in vocational programs. Section 3, arranged by state/territory, includes 14 tables depicting the following: age of clients in vocational programs by sex; geographic region of home address; clients by geographic region of training provider locations; aboriginal/Torres Strait islanders; geographic region of home address of aboriginal/Torres Strait islanders; country of birth; language spoken at home; highest school level completed; prior educational qualifications completed; employment category; overseas full-fee paying clients; disability type; client load; and clients by number of modules enrolled. Nine sections provide client information by each state/territory and an Australian total. Each of the nine sections contains seven tables: course enrollments by streams, field of study, and sex; annual hours by streams and field of study; course enrollments in streams by qualifications and field of study; module enrollments in vocational programs by discipline group, module result, and sex; module annual hours in vocational programs by discipline group, module result, and sex; and module enrollments and module annual hours in vocational programs by funding sources and sex. Appendixes include technical and explanatory notes; a glossary; a list of training provider locations; 1997 national financial data; and classifications. (YLB)

ED 423 375 CE 077 088

Australian Personal Enrichment Education and Training Programs. Statistics 1996. An Overview.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Creative Activities; Cultural Activities; *Enrichment Activities; *Enrollment; *Enrollment Trends; Foreign Countries; Improvement Programs; Individual Development; Learning Modules; *Lifelong Learning
IDENTIFIERS- *Australia

This publication presents a consolidated national picture of project will gather testimonies of participants in youth programs. Questions have four foci: inclusion/exclusion, social reproduction, representation, and youth. The literature provides an overview of museum history and professional culture; role of power and privilege in institutions; few historical preservation efforts as they relate to the history of African Americans; and marginalized groups of youth as creators of cultural products that are valuable aesthetically and as documents of nondominant group experiences. Methods will include field research, observation, interviews, interpretation of site documents, and collection of historical and demographic information. (Contains 16 references) (YLB)

ED 423 393 CE 077 140

Vocational Education and Training--The European Research Field. Background Report. Volume I. First Edition.
PUB DATE- 98
NOTE- 367p.; For volume II, see CE 077 141.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Career Choice; Comparative Analysis; Cost Effectiveness; Demography; *Education Work Relationship; Educational Needs; Educational Policy; *Educational Practices; *Educational Research; *Educational Trends; Emerging Occupations; Employment Opportunities; Employment Patterns; Employment Qualifications; Financial Support; Foreign Countries; Futures (of Society); Industrial Structure; Information Needs; Job Skills; Labor Market; Manufacturing Industry; Microeconomics; Policy Formation; Postsecondary Education; Productivity; Secondary Education; State of the Art Reviews; Technological Advancement; *Theory Practice Relationship; Trend Analysis; *Vocational Education
IDENTIFIERS- *Europe; General National Vocational Qualif (England); Impact Studies; National Vocational Qualifications (England)

This document contains 12 papers on vocational education and training (VET) and related research that were developed for a 1998 European research report titled "Training for a Changing Society." The following papers are included: "Foreword" (Stavros Stavrou, Manfred Tessaring); "Institutional Framework Conditions and Regulation of Initial Vocational Training Using Germany, France, and Great Britain as Examples" (Richard Koch, Jochen Reuling); "Financing of Vocational Education and Training" (Folkmar Kath); "Demography, Labour and Training: State of Research and European Developments" (Gert Hullen); "Employment Structures and Labour Market Aspects Related to VET" (James Tatch, Cliff Pratten, Paul Ryan); "Technical Change, Work Organisation and Skills: Theoretical Background and Implications for Education and Training Policies" (Eve Caroli); "New Technologies and Work Organization--Impact on Vocational Education and Training" (Gisela Dybowski); "Costs and Benefits of Vocational Training" (Ulrich Van Lith); "Costs and Benefits of Vocational Education and Training at the Microeconomic Level" (Winand Kau); "Sector-Specific, Intermediate and High Skills and Their Impact on Productivity and Growth in Manufacturing Sectors of the European Union" (Frank Corvers); "The Future of Work and Skills--Visions, Trends and Forecasts" (Manfred Tessaring); "Information Needs for Individual Career Decisions" (Bernd-Joachim Ertelt, Gerhard Seidel); and "Apprenticeship: Dead-End Sectors and Occupations? Implications of Structural Change and New Employment

Vocational Curriculum? Evidence from the Automotive Repair Field" (Bonalyn Nelsen) and "Manufacturing the New Worker: Literate Activities and Working Identities in a High-Performance Versus a Traditionally Organized Workplace" (Glynda Hull). Part III's two papers address implications of changing workplaces for the assessment and measurement of skills: "Twenty-First Century Measures for Twenty-First Century Work" (Kenneth Pearlman) and "Postmodern Test Theory" (Robert J. Mislevy). Two papers in part IV consider how the legal and social environment will constrain changing definitions and requirements of work with new approaches to selection, screening, and assessment: "Legal Restrictions on Assessments" (Dennis Parker) and "Assessment without Adverse Impact" (Neal Schmitt). Part V offers three overarching perspectives on the evolving literature and policy debate over school-to-work transitions and the roles of assessment: "What Policy Makers and Experts See (and Do Not See) in School-to-Work Transitions" (Larry Cuban); "Getting to Work: Thoughts on the Function and Form of the School-to-Work Transition" (Lauren B. Resnick); and "Transitions in Work and Learning" (Alan Lesgold). The agenda is appended. (YLB)

ED 423 413 CE 077 188

Bentabet, Elyes; Michun, Stephane; Trouve, Philippe
Training and Skills in Very Small Enterprises.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Continuing Education; Employer Attitudes; Employment Patterns; *Employment Practices; Employment Qualifications; Foreign Countries; *Job Skills; *Job Training; Personnel Management; Skill Development; *Small Businesses; *Staff Development
IDENTIFIERS- *France

In France, a "Very Small Enterprise" (VSE) is defined as a legally independent company with fewer than 10 salaried employees. VSEs are characterized by a great deal of movement in the creation, transformation, and disappearance of jobs and the extent of turnover, which seems tied with intensive use of public employment programs, notably apprenticeship. Apprenticeship contracts seem to play a decisive role in the hiring of young employees in VSEs. They contribute above all to easing the initial entry of the new VSEs into the economy and of low-skilled young people into the labor market. French legislation is representative of the way continuing vocational training is viewed in France: strongly tied to the model of the large enterprise, it is not considered real training unless it takes place outside the usual work station and without significant participation in the company's production activity. The demand for continuing training in the VSEs remains slight. They tend to request sporadic actions in the acquisition and upgrading of technical skills. Company heads distrust continuing training for such reasons as the following: their own success that had little to do with academic learning; school learning that does not correspond to the ways knowledge is transmitted in VSEs; risk of introducing heterogeneous practices where diversity is threatening to the small team size; and breakdown of the family-like relationship. (YLB)

ED 423 414 CE 077 194

more complex uses of the educational experience may be expected. In view of their increased life expectancy, mandates to learn new technologies, continuation of employment, and health care challenges, baby boomers will require extended educational opportunities as they reach age 65. Because older adults are not only living longer but also having fewer children, they must expect to manage their own old age. Practitioners must prepare for these shifts by designing programs for older adults that stimulate, challenge, and allow for development of affective and cognitive growth. Practitioners must also bear in mind that older adults tolerate ambiguity and tend toward age-integrated learning experiences and that intergenerational programs benefit each generation involved in them. (Contains 106 references) (MN)

ED 423 431 CE 077 246

Benn, Roseanne
Adults Count Too. Mathematics for Empowerment.
PUB DATE- 97
NOTE- 217p.; Funding provided by Higher Education Funding Council for England.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Cultural Pluralism; *Curriculum Development; *Educational Environment; *Empowerment; Foreign Countries; Mathematics Anxiety; *Mathematics Curriculum; Mathematics Instruction; Mathematics Skills; Nontraditional Education; *Numeracy
IDENTIFIERS- *Great Britain

This book examines the low level of numeracy in Britain, reasons why numeracy is critical, and the forces affecting adults. Section 1 describes the educational environment in which adults learn mathematics. Chapters 1-2 explore the role and purposes of adult education and identify characteristics of and influences on learners and teachers. Section 2 outlines the wider disciplinary, social, political, and cultural context. Chapters 3-7 examine the following: underlying beliefs about numeracy; learners, teachers, and curriculum; their goals and effect on learning and teaching approaches of cultural, political, and educational forces and experiences or philosophies of mathematics. Section 3 looks at factors affecting adults learning mathematics. Chapters 8-15 explore the following: the low level of adults' confidence and knowledge of mathematics; the fundamental damage this may do to a democratic society; the concept of discourse and its use in teaching mathematics to adults; the importance of recognizing and valuing diversity through culture; and how adults acquire very effective practical mathematics skills located in their own lives and culture but have difficulty transferring them into formal academic mathematics. Section 4 (chapter 16) builds on an increased awareness of the framework in which adults learn mathematics to move to developing a more emancipatory curriculum. The book contains 362 references and an index. (YLB)

ED 423 432 CE 077 247

McGivney, Veronica
Adults Learning in Pre-schools.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 98
NOTE- 59p.; Funding provided by Higher Education Funding Council

development, including educational activities and activities to promote a healthy lifestyle. Main functions directly concerned with employees' educational activities were as follows: information, publicity, administration, quality assurance, liaison with course providers, guidance and support, and organizing inplant activities. EDAP features that influenced employee participation included the following: learner's self-evaluation, attitudes to education, goals and expectations, and opportunities and barriers. Analysis of records and participant interviews indicated the following: 42 percent of manual workers participated in EDAP over 3 years, a participation rate 2-3 times higher than for the comparable section of the population; more than half were participating in formal learning for the first time since school; and the 3 most powerful factors in their decision to participate, from most to least, were availability of EDAP financial support, EDAP's help in overcoming practical difficulties and disincentives, and provision and support to accommodate shift workers. (Contains 30 references.) (YLB)

ED 423 449   CE 077 276

O'Rourke, P. J.
Your Life, Your Work, Your Future: A Self-Development Pack.
SPONS. AGENCY- European Union, Brussels (Belgium).
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Career Development; Career Education; *Career Planning; Employment Potential; Foreign Countries; *Individual Development; Learning Modules; Midlife Transitions; *Self Actualization; *Self Evaluation (Individuals)
IDENTIFIERS- Great Britain

This manual is aimed at employed people who want to think about where they are in their careers and in their lives, what they are doing now and what they might want to do in the future, and how they can set about improving their education and training and their future employability. It can be used by individuals or in a group context, and a short facilitator's guide is included in the materials. The manual has seven sections that take the user through a process of reflection and planning, the completion of which results in the production of a learning action plan for the future. Titles of the seven sections are as follows: (1) "Where Am I?"; (2) "How Did I Get Here? How Did I Learn?"; (3) "What Skills Do I Need Now?"; (4) "How Do I Feel about Where I Am Now?"; (5) "What Steps Do I Want To Take?" Who Can Help?"; (6) "Where Do I Want the Steps to Lead?"; and (7) "What Must I Do Next?" Each section includes a series of exercises leading to the production of a learning action plan. Suggestions to fill in the tables are found in the facilitator's guide (Section 8) but also in the main text (in italics). A short introductory module designed for use by those who feel the need for support before tackling the main exercises appears as an appendix. (YLB)

ED 423 450   CE 077 281

Merrifield, Juliet
Contested Ground: Performance Accountability in Adult Basic Education. NCSALL Report #1.

Elwood, William N.
"Fry:" A Study of Adolescents' Use of Embalming Fluid with Marijuana and Tobacco. TCADA Research Brief.
SPONS. AGENCY- Texas State Commission on Alcohol and Drug Abuse, Austin.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Drug Education; Illegal Drug Use; *Marijuana; Secondary School Students; Smoking; *Substance Abuse; *Tobacco; Urban Youth
IDENTIFIERS- Texas (Houston)

Adolescent use of marijuana and tobacco has increased throughout the 1990s. Perhaps as a part of this trend, increasingly there have been reports of adolescents who use marijuana or tobacco cigarettes dipped in embalming fluid. Unfortunately, most of these reports involve young people coming for drug treatment, many of whom were incoherent. The purpose of this report is to increase the knowledge level of embalming fluid by synthesizing the literature on the subject; reporting on interviews with law enforcement officials, funeral directors, and other community members; and interviewing 20 Houston adolescents who use embalming fluid. The findings that emerge from this investigation are that the embalming fluid compound found on the street contains PCP (phencyclidine) and that adolescents do not know this. Treatment providers are also hampered from knowing how to treat people who have overdosed or who are suffering from long-term effects. In its pure form, embalming fluid is often diverted from morgues and funeral homes, although the substance also may be purchased directly from chemical companies. The report recommends providing alerts for treatment professionals and education for users who receive treatment. A glossary of slang terms and materials from the Connecticut prevention campaign are appended. (Contains 34 references.) (EMK)

ED 423 470 CG 028 688

Wallisch, Lynn S.
Gambling in Texas: 1995 Surveys of Adult and Adolescent Gambling Behavior.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 96
NOTE- 178p.; A separately published 17-page "Executive Summary" is appended.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Self Destructive Behavior; State Surveys; *Substance Abuse; Tables (Data)
IDENTIFIERS- *Gambling; *Lottery; Texas

The impact of the Texas State Lottery on gambling patterns, expenditures on gambling, and the prevalence of problem gambling in Texas is assessed. Background and methodology is presented in Part 1. Data are compared with a survey run prior to the introduction of the first state lottery. Part 2, "Gambling among Texas Adults," includes data on prevalence, frequency, and patterns of gambling behaviors, reasons and preferences, age, illegal activities, new bettors, and expenditures on gambling. Chapters are devoted to "Problem and research literature and problem evidence indicated that human relation skills at all grade levels affect students' academic performance. A review of student/teacher surveys suggested that human relation skills should be an integral part of the curriculum across grade levels if academic achievement is to be improved. Solution strategies included a developmental program to enhance human relation skills. The framework for this solution component is applying Glasser's Control Theory and R.W. Begun's "Ready-To-Use Social Skills Lessons and Activities" to maximize behavioral learning opportunities and academic achievement. Results of the project are reported; conclusions and recommendations are presented. The surveys, survey results, negative behavior checklist, and data on grade averages are appended. (Contains 16 references.) (Author/EMK)

ED 423 490 CG 028 722

Lesson Plans from the "Creating a Supportive Environment for Wai'anae's Children & Youth" Summer Institute. July 14-18, 1997.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Children; Community Involvement; *Community Programs; Elementary Secondary Education; *Guidance; Human Relations; Institutes (Training Programs); Schools; Social Behavior; *Student Development; Summer Programs

This summer institute was specifically designed to give the Wai'anae community in Hawaii a chance to share ideas that would strengthen the support for all of their youth. It also gave them a chance to learn about resiliency, which is defined as "a person's capacity to survive through life's difficulties." Resiliency can be fostered in youth by building protective factors into classrooms, families, and the community. These protective factors were included in lesson plans created by teachers, administrators, counselors, school personnel, parents, and community members of Wai'anae who participated in the institute. Fifteen of these factors were: (1) "Promotes close bonds"; (2) "Values and encourages education"; (3) "Uses high warmth/low criticism style of interaction"; (4) "Sets and enforces clear boundaries"; (5) "Encourages supportive relationships with many things"; (6) "Promotes sharing of responsibilities and services to others"; (7) "Expresses high and realistic expectations for success"; (8) "Encourages goal-setting and mastery"; (9) "Encourages pro-social development of values and life skills"; (10) "Provides leadership, decision-making, and other opportunities for meaningful participation"; (11) "Appreciates the unique talents of each individual"; (12) "Provides access to resources for meeting basic needs"; (13) "Fosters active involvement for all students"; (14) "Self-Worth, autonomy, self-esteem, self- self-awareness"; (15) "Spirituality." This work is indexed by protective factors only. (EMK)

ED 423 491 CG 028 723

Preventing Youth Hate Crime: A Manual for Schools and Communities.
PUB DATE- 98
NOTE- 29p.

body of evidence is; what "cloze" procedures are; what retellings are; and how checklists and rating scales are used). Part 4 discusses individual literacy plans (ILPs) and district literacy achievement plans by posing questions and answers about ILPs and presenting six district literacy achievement plans. Appendixes contain the text of the Colorado basic Literacy Act and the rules for the administration of the act. (Contains a 43-item glossary and 16 references.) (RS)

ED 423 510 CS 013 276

Fluellen, Jerry
Mindwaves: Story of How a Girl Constructs Higher Order, Verbal Linguistic Intelligence in a Multiple Intelligences Classroom.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Classroom Environment; Classroom Techniques; Females; Grade 4; Intermediate Grades; Language Arts; *Multiple Intelligences; Public Schools; *Thinking Skills; Urban Education
IDENTIFIERS- African Americans; Bruner (Jerome S); Gardner (Howard)

Howard Gardner and Jerome Bruner have given much to teachers who want to know how the minds of children grow. This story of a girl's construction of higher order, verbal linguistic intelligence is also theirs. Ideas they created have been cloned to fit a big city, public school classroom of African American 4th graders, each with a set of multiple intelligences including intelligences at promise, each struggling to solve the other mind problem; i.e., make meaning within the context of culture and with the tools of culture. Thus, this story of a fourth-grade author rests on the backs of Gardner's multiple intelligences theory and Bruner's cultural psychology. The central question in this teacher inquiry is how a girl constructs higher order verbal linguistic intelligence in a classroom that fosters multiple intelligences theory. (Contains 154 references.) (Author/RS)

ED 423 511 CS 013 277

Rosencrans, Gladys
The Spelling Book: Teaching Children How To Spell, Not What To Spell.
PUB DATE- 98
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; English (Second Language); Learning Disabilities; Middle Schools; Parent Participation; *Phonics; *Spelling; *Spelling Instruction; Student Evaluation; Student Needs; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Orthography; Spelling Growth

A spelling manual for teachers of intermediate-level (grades 3-6) children, for elementary and middle school teachers working with students who have learning disabilities, and for teachers working with students for whom English is not their first language, this book outlines a methodology that combines whole language and phonetic strategies to teach children to spell as

Multicultural Education; Portfolios (Background Materials); *Racial Differences; Student Needs
IDENTIFIERS- *Black Writers; Cultural Sensitivity; Harlem Renaissance

An overriding concern in the teaching of literature from cultures other than the instructor's own is how to go about selecting appropriate literature. When selecting course texts, the question should be whether literary scholars write respectfully about the work. A sophomore-level Introduction to African-American Literature course has been structured historically (starting with the Harlem Renaissance) around canonical African-American authors, beginning with Richard Wright's "Native Son" and Zora Neale Hurston's "Their Eyes Were Watching God." A Toni Morrison novel is also taught as is one other contemporary text towards the course's end. Some local African-American history and literature are also included. The course is reading- and writing-intensive. Other classes include a sophomore-level Postcolonial Literature course and a junior-level American Multiethnic Literature course. These courses are begun by trying to subvert the idea of "white" as normal and everyone else as "ethnic" or "other," introducing the idea of white ethnicity. Useful frameworks for considering how people construct their own racial identities and their ideas about other races are William Cross's stages of racial development (in Beverly Daniel Tatum's book "Why Are All the Black Kids Sitting Together in the Cafeteria?") and Louise Damen's chart that maps the stages of culture learning in her book "Culture Learning: The Fifth Dimension in the Language Classroom." The most important elements for getting students to consider their own ethnic identities and the identities of other people are the reading and the writing of portfolios. (Contains 13 references; a sample portfolio handout is appended.) (CR)

ED 423 531 CS 216 488

Lu, Mei-Yu
Language Learning in Social and Cultural Contexts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Context; Diversity (Student); Elementary Education; Family Environment; Interpersonal Communication; *Language Acquisition; *Learning Processes; *Minority Group Children; *Social Environment; *Young Children
IDENTIFIERS- ERIC Digests; Learning Environments

This Digest considers language learning as a socio-cultural process, contending that to fully function in a particular language, one not only needs to understand the mechanics, such as the grammar, but also to apply that language across various contexts, audiences, and purposes. The Digest discusses language learning at home, language learning in communities, and language learning among linguistic minority children. It emphasizes that it is through meaningful interaction with others as well as functional use in daily life that children develop competence, fluency, and creativity in language. The Digest points out that with the increasing number of linguistic minority children in the United States, school systems need to take into consideration the linguistic knowledge these minority

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; Inquiry; *Language Acquisition; *Learning Processes; Models; *Teacher Role; Theory Practice Relationship
IDENTIFIERS- ERIC Digests; Facilitators; *Problem Based Learning

This Digest discusses Problem-Based Learning (PBL), a method developed by H.S. Barrows (1986), and originally created to prepare medical students for real-world problems by letting them solve medical problems based on real cases. The Digest contends that PBL can situate language learning in the real world by posing problems like those found in real life and which are relevant to the learners' situations. The Digest considers the teacher's role as a facilitator in PBL and provides a model of the PBL process. It points out that, although several research groups have developed full PBL curricula, language teachers may find PBL more useful as one method among many, since the inquiry process takes time and does not always meet other curricular demands. (NKA)

ED 423 551 CS 216 521

Smith, Carl B.; Ritter, Naomi
With Love, Grandma: Letters to Grandchildren.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Education; *Family Involvement; *Grandchildren; *Grandparents; Intergenerational Programs; *Interpersonal Communication; Learning Motivation; *Letters (Correspondence); Social Networks
IDENTIFIERS- *Intergenerational Relationship

Based on years of experience with intergenerational correspondence at the "Senior Partners Network," this book is designed to help grandparents (and grandchildren) to find the right topics for correspondence, all laid out in clear steps. The book also offers sample letters, cards, and e-mail messages, and provides dozens of themes. The book's goal is to help grandparents connect with their grandchildren in a "warm and fun-loving manner"--through regular letter writing. Emphasizing that letter writing provides mutual benefits, the book notes that strong bonds through letters can help grandchildren succeed in school and can promote kindness and good citizenship. The book offers sample letters for diverse holidays; discusses building family relationships; storytelling; humor; and pets; and presents ways to use the four seasons for letters writing. It also considers school and learning and letters about school and presents "quick ideas for quick letters." (NKA)

ED 423 552 CS 216 524

Lu, Mei-Yu

EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Agenda Setting; Athletics; Case Studies; College Students; Computer Mediated Communication; Higher Education; *Internet; *Journalism; Mass Media Effects; *Mass Media Role; *Mass Media Use; Media Research; *Newspapers; Periodicals; Presidential Campaigns (United States); *Television
IDENTIFIERS- Opinion Polls; Religious Movements; Talk Shows; Television News

The Mass Communication and Society section of the Proceedings contains the following 19 papers: "Talk Radio as Forum and Companion: Listener Attitudes and Uses and Gratifications in Austin, Texas" (John Beatty); "'Willingness to Censor': Developing a Quantitative Measurement across Speech Categories and Types of Media" (Jennifer L. Lambe); "Can Social Comparison Theory Explain Fascination with TV Talk Shows?" (Cynthia M. Frisby); "Answering the Critics: Are News Councils Out to Get the Media" (Jennifer L. Lambe, Genelle I. Belmas, and William A. Babcock); "Journalistic and Humanist Approaches: Movie Reviews in 'The New Yorker' and 'Entertainment Weekly'" (James Kendrick); "An Alternative to the Impasse: The Grassroots Approach to Cope with Media Violence Issues" (Hoaming Denis Wu and Lois A. Boynton); "The Agenda-Setting Process of a Daily Newspaper: A Case Study" (Elizabeth Evenson Williams); "The Use and Abuse of Media-Sponsored Opinion Polls in Two Presidential Campaigns: A Critical Analysis of Network TV News and Six Prestige Print Media" (Dennis T. Lowry and Josephine Nio); "Participation in Community Organizations and Consumption of TV and Newspaper News" (Esther Thorson and Glenn Leshner); "Print Mass Media Coverage of the Promise Keepers: The First Five Years" (Dane Claussen); "Daily Newspaper Editors' Audience Construction Routines: A Case Study" (Randall S. Sumpter); "The Value of the Journalistic Identity on the World Wide Web" (Ekaterina Ognianova); "Social Reality Effects of the Mass Media in Japan: Media Coverage in the 'Aum Shinrikyo' Case" (Shinichi Saito and Miki Kawabata); "In the Olympic Tradition: Sportscasters' Language and Female Athleticism" (Lisa M. Weidman); "Surviving the FCC: The Legacy of UHFs" (Kathryn B. Campbell); "Agenda-Setting and Spanish Cable News" (Salma I. Ghanem and Wayne Wanta); "Do Social Norms and Media Coverage Influence Illicit Drug Trade among College Students? Implications for Media Practitioners and Drug Educators" (Alyse R. Gotthoffer); "Perceptions of Traditional American Journalists toward the Internet as a News Source: A Critical Approach" (Thomas E. Ruggiero); and "Auto Elite and Agenda-Setting: How the Auto Elite Set the Auto Trade Policy Agenda?" (Kuang-Kuo Chang). (CR)

ED 423 569 CS 509 913

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1998). Media Management and Economics; Magazine.
PUB DATE- 98
NOTE- 356p.; For other sections of these Proceedings, see CS 509 905-922.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Industry; Elections; Family (Sociological Unit); Females; *Journalism; Laws; Mass Media Role; *Mass Media

October, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Mexican Americans; Mothers; *Parent Participation; Parent School Relationship; *Research Methodology; *Research Needs

This paper emerges from a perception of educational policy studies as restrained in its theoretical and methodological tools. It is argued that because most educational policy studies take place within a traditional rationalist frame, the findings of these studies do not provide a comprehensive understanding of the policy problems being researched and, thus, should not be used as a basis for making educational policy. In response to this problem, this paper describes a procedure for and demonstrates the utility of using more than one theoretical frame in educational policy research. To illustrate this process, traditional and critical policy theories and methods are used to examine and analyze the same issue--the relationship between parental involvement policy and the participation of Mexican-American mothers from a low-income community in their children's education. This bi-theoretical process, it is argued, reveals not only a fuller portrait but also the narrowness and constructedness of each theory when used alone. Contains 35 references. (Author)

ED 423 587 EA 029 088

Young, Michelle D.
Importance of Trust in Increasing Parental Involvement and Student Achievement in Mexican American Communities.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Correlation; Elementary Secondary Education; *Mexican Americans; *Parent Participation; *Parent School Relationship; *Trust (Psychology)

According to the Bureau of Census, almost 13 million Mexican-Americans live in the United States. Since parental involvement is important to the success of Mexican-American children in school, an analysis of the role of trust in such involvement is presented in this paper. It reports the findings of a study that explored the issue of trust as it relates to parents and their involvement in their children's education, and it provides a theoretical conceptualization of trust. Three themes emerged that relate to trust and parental involvement: parents who defer rather than trust, parents who trust too much, and parents who distrust. The findings indicate that the existence or absence of trust between the home and the school affects the development and sustenance of meaningful parental involvement. It is suggested that trust is one area in which school personnel and policy makers must focus their attention and efforts; schools must examine and eliminate the barriers that have been erected, while creating opportunities for culturally and racially different parents to become meaningfully involved in their children's education. Some suggestions for building trust and avoiding distrust are offered. (Contains 20 references.) (RJM) through which team approaches are expressed; the idea of an uneasy coexistence between two sets of incompatible beliefs and values underpinning the operation of SMTs; and stipulative definitions of teams against which to assess the approaches investigated. Selected findings are reported to illustrate the diversity and problematic nature of SMTs in primary schools. Most of the headteachers claimed to have adopted a team approach. Only headteachers have the authority to create teams, but they are not all-powerful in promoting the culture of teamwork. Although the findings show that teamwork is worth trying, the risks involved suggest that new headteachers should consider adopting a "low gain, low strain" approach initially. (RJM)

ED 423 607 EA 029 378

Wallace, Mike; Pocklington, Keith
Managing Complex Change: Large Scale Reorganisation of Schools.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Development; Elementary Secondary Education; Foreign Countries; Government Role; *Government School Relationship; Program Descriptions; *School Administration; School District Reorganization; School Restructuring
IDENTIFIERS- England; *Local Education Authorities (United Kingdom)

The major focus of the research is to explore how the implementation stage of two local education authorities (LEA) reorganizations initiatives in England was managed at LEA and school levels. The focus is on what must be done at both of these levels to implement central-government-approved reorganization proposals so as to portray how groups at central government, LEA, and school levels interact in influencing the implementation process. The text explores the longer term consequences for school management once reorganization is over, and it builds up a retrospective account of the earlier proposal-development stage that forms the backdrop to reorganization. The paper is divided into three sections. First, details of the research design are given, and elements of the initial conceptual framework for the study are outlined. Next, selected findings are used to exemplify aspects of the complexity of reorganization initiatives and their implications. The essay concludes with some prescriptions for managers that might help them cope with other kinds of complex changes in other contexts. (RJM)

ED 423 608 EA 029 379

Ingram, Debra; Colby, Jeanette
Taking Standards beyond the Classroom Door: A Process for Implementation.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cultural Awareness; Cultural Differences; *Deafness; *Diversity (Student); Educational Strategies; Employee Attitudes; Higher Education; *Interpreters; Job Performance; Leadership Qualities; Mentors; *Partial Hearing; Problem Solving; Self Actualization; Self Control; *Self Management; Sign Language; Skill Development; Student Personnel Services; Work Attitudes
IDENTIFIERS- National Center on Deafness

These four conference papers from the Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing focus on staff development and administrative issues for postsecondary personnel working with students with deafness or who are hard of hearing. The first paper, "Mentorship for the Working Interpreter" (Caroline Preston), describes a mentorship program at the National Center on Deafness that is designed to develop interpreter skills through an ongoing relationship between a mentor interpreter and a student interpreter. The second paper, "Time to Change Hats: The Changing Role of the Disability Services Provider" (Janet White), discusses teaching students problem solving using the control theory that emphasizes taking responsibility for one's behavior and the consequences. The use of reality therapy is also described. "Leading into the 21st Century" (Carol Kelley and Alois Wolverton), addresses management and leadership in the workplace. Employee motivation and bloopers of bosses are discussed. The final paper, "The Unwritten Curriculum: Teaching Deaf Students in the '90s" (David A. Stewart), takes a broad look at the cultural mosaic that students with deafness bring to the classroom and identifies some strategies that teachers can use to be sensitive to this multitude of cultures. (Some of the papers include references.) (CR)

ED 423 626 EC 305 968

Rous, Beth
Project STEPS: Training Manual.
PUB DATE- 97
NOTE- 214p.; For other "Project STEPS" documents, see EC 305 969-972.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Check Lists; *Disabilities; Early Childhood Education; Learning Modules; Models; Program Development; Public Schools; School Community Relationship; *School Readiness; *Staff Development; Training; *Transitional Programs
IDENTIFIERS- Project STEPS KY

This training manual is part of Project STEPS (Sequenced Transition to Education in the Public Schools) and focuses on training participants to develop a community wide transition system. It contains an overview of the STEPS model, a description of the training materials, overhead masters, a guide for trainers in presenting visual and handout information, guidelines for time allotments, and agenda structure. The modules are designed for use over three days and cover the following: (1) overview of the STEPS Model and transition system design process; (2) the local team and effective team meetings; (3) the STEPS model components; (4) transition system development process; and (5) using the teamwork and services. The project staff aided local programs in determining practice and procedure needs and in training staff to use new and adapted practices. The project formed relationships of significant duration in certain settings, where requested, in order to help interested programs follow through in meeting complex regulatory structures. All training and consultation services were tailored to the particular setting's constellation of cultural and community resources. The project also served state leaders and regional leaders through participation in their initiatives and in product review and development. The project's specialization in urban early intervention led to the creation of new formats for training and program improvement. The report describes the goals and objectives for the project, the framework, the model and participants, problems or changes that were faced, and the outcomes of the projects. Appendices include a curricula for urban early intervention and a description of Erie County's (New York) "Partners in Program Development" early intervention program. (CR)

ED 423 645   EC 306 735

O'Connell, Joanne C.
Project Apache: A Reservation, Community-Based Early Intervention Program for Apache Infants and Toddlers with Special Needs and Their Families.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Reservations; *American Indians; At Risk Persons; *Cultural Differences; *Disabilities; *Early Identification; *Early Intervention; Evaluation Methods; Family Programs; Individualized Family Service Plans; Infants; Informal Assessment; Interviews; Paraprofessional Personnel; Program Evaluation; Referral; Toddlers
IDENTIFIERS- Alternative Assessment; Indian Health Service

This final report describes the outcomes of Project Apache, a reservation, community-based early intervention program designed to develop comprehensive services to Apache infants and toddlers who are at risk of developing a disability and their families. The project uses a home-based service delivery program with paraprofessional aides to assist in implementing the family intervention plan. A reservation-based referral process was put into place with the cooperation of the Indian Health Service to identify at the earliest possible time infants who are at-risk for becoming developmentally delayed. Family and child assessments are used that are more dynamic and ongoing, as opposed to linear and sequential. The project found that formal assessment instruments were ineffective in working with the White Mountain Apache families and that information should be obtained through informal interviews and observation. The paraprofessionals were found to be very effective at securing this information. A list of recommended developmental assessments is provided, along with a list of successful interventions. The report describes the referral process, assessments, development of Individualized Family Service Plans, interventions, and program evaluation. Recommendations for providing services to Indian populations are made throughout the report. (CR)

Teacher Certification; Teacher Education
IDENTIFIERS- *New York City Board of Education

This booklet charts models and organizational designs for existing bilingual/English-as-a-Second-Language (ESL) programs in New York City. The objective is to present design options for districts expanding bilingual/ESL services to special education, under city policy. An introductory section gives background on program mandates, models, implementation procedures, key design principles, teacher training/certification issues, and fiscal considerations. (MSE)

ED 423 664 FL 025 227

Wong, Shelley; Teuben-Rowe, Sharon
Honoring Students' Home Languages and Cultures in a Multilingual Classroom.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Standards; Class Activities; *Classroom Environment; Classroom Techniques; *Cultural Pluralism; *English (Second Language); Graduate Students; Higher Education; Hindi; Korean; Nonverbal Communication; Number Systems; Parent School Relationship; Second Language Instruction; Social Values; *Sociocultural Patterns; Student Behavior; Surveys; Teacher Behavior; Teacher Student Relationship; Thai; Turkish; Uncommonly Taught Languages
IDENTIFIERS- Caribbean Islands; University of Maryland

Graduate students in an English-as-a-Second-Language education program at the University of Maryland were surveyed concerning suggested methods for incorporating languages other than English into the curriculum in a multicultural classroom. Respondents were master's and doctoral students from a variety of language backgrounds. The article details the resulting suggestions for these languages and cultures: Korean; Caribbean Island Nations; Hindi; Thai; and Turkish. Classroom behaviors and attitudes for teachers to both incorporate and anticipate include those addressing specific kinds of teacher-parent and teacher-student communication, respect for parents, language usage, classroom questions or lack of them, grading and other classroom teaching techniques, classroom environment, nonverbal behaviors and body language, and educational values. Teachers are also advised explicitly of things not to do in the classroom for each of the cultures. (Contains 9 references.) (MSE)

ED 423 665 FL 025 296

Nakamura, Yuji
Differences in N/NN Teachers' Evaluation of Japanese Students' English Speaking Ability.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; Interrater Reliability; Japanese; *Language Proficiency; *Language Teachers; *Language Tests; *Native

agreement or disagreement. In FF sessions, students tended to accompany their comments with explanations of their plans for writing more, and the students were also more likely to support or refute each others' arguments. The CM context did have one advantage: it produced a larger proportion of praise than the FF context. In general, however, the FF context appeared to produce superior discussions, suggesting that use of technology does not always guarantee success in the language classroom. (Contains 11 references.) (MSE)

ED 423 687 FL 025 490

Salies, Tania Gastao
Tracing Possible Roots of a Portuguese Accent in English.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; *English (Second Language); Foreign Countries; *Interference (Language); Language Patterns; *Phonology; *Portuguese; *Pronunciation; Regional Dialects; Second Language Learning; *Suprasegmentals; Uncommonly Taught Languages
IDENTIFIERS- *Portuguese (Brazilian)

Differences in the English and Brazilian Portuguese (BP) phonological systems that may lead to a slight accent in Brazilian learners of English as a Second Language (ESL) are examined. Segmental and suprasegmental features of the two systems are compared and contrasted, noting areas in which ESL learners may tend to substitute a BP segment for a closely-related English segment. Vowels, diphthongs, and consonants are inventoried in this way, and syllable structure (consonant clusters, syllable length and rhythm, and stress and intonation) are similarly explored. It is concluded that rhythm and stress are the greatest sources of difficulty for BP learners of ESL. Because these are major cues to meaning in English, teaching rhythm and stress is essential. If teachers demonstrate how foreground information is prominent and background information is unstressed in listening comprehension exercises, learners will develop metacognitive awareness of the fact and monitor their speech better. Extensive exposure to natural, everyday discourse is the best way for learners to develop sensitivity to the target language prosody. (MSE)

ED 423 688 FL 025 491

Stenson, Nancy J.; Janus, Louis E.; Mulkern, Ann E.
Report of the Less Commonly Taught Languages Summit (Minneapolis, Minnesota, September 20-21, 1996).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Conferences; Curriculum Design; Educational Technology; Enrollment Trends; Governance; *Instructional Materials; Language Enrollment; *Language Maintenance; *Language Teachers; Program Design; Second Language Instruction; *Second Languages; Student Characteristics; Student Motivation; Teacher Education; Teacher Qualifications; Teaching Methods; Trend Analysis; *Uncommonly

overall men performed better than women. Implications for the success of current educational programs and for future needs are explored. (Contains 67 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 708   FL 801 234

Lewis, Marilyn, Ed.
New Ways in Teaching Adults. New Ways in TESOL Series II: Innovative Classroom Techniques.
PUB DATE- 97
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Adult Learning; Class Activities; *Classroom Communication; Classroom Techniques; English for Academic Purposes; *English (Second Language); *Instructional Materials; Listening Comprehension; *News Media; Reading Comprehension; Reading Materials; Second Language Instruction; Worksheets

The guide offers over 100 classroom activities and techniques for teaching English as a second language to adults, all provided by experienced teachers who have found them useful. They are divided into ten categories: (1) activities using materials or techniques from radio, television, and print news media; (2) exercises for teaching English for academic purposes; (3) ways of starting lessons with written texts; (4) ideas that call for direct teaching as their starting point; (5) worksheets on a variety of topics, for completion by students; (6) activities using word prompts, spoken or written; (7) use of nonverbal stimuli (music, videos, pictures, real-life objects) to generate language activity; (8) exercises to teach understanding of task instructions; (9) use of other people within the community (family members, resource people) for classroom learning; and (10) student use of case studies for learning. Descriptions of activities contain information on appropriate level, language type, objective(s), required class time, preparation time, needed resources, and caveats and additional instructional options. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 423 709   FL 801 240

McDonald, Barbara A.; Rosselli, Judith A.; Clifford, Jacolyn, Ed.
ESL Journal Writing: Learning, Reflections, and Adjustments to American Life.
PUB DATE- 97
NOTE- 52p.; "With Paul Ericksen, M. Laura Fernandez, and Gloria Martinez." Project supported by the Lila Wallace Reader's Digest Fund.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adult Education; Classroom Techniques; *Community Colleges; *English (Second Language); *Immigrants; *Journal Writing; Second Language Instruction; Second Language Learning; State Standards; Statewide Planning; *Student Journals; Two Year Colleges; Writing Instruction
IDENTIFIERS- California; San Diego Community College District CA

used some form of performance budgeting in public higher education in 1998, up from 16 in 1997, and that 13 states used some form of performance funding in public higher education in 1998, up from 10 in 1997. The 1998 survey indicated that half of the states employed at least one of the two funding programs, and that 11 more were considering adopting such programs in the next 5 years. Eight states had both performance budgeting and performance funding in 1998, and 14 more were considering adopting both program in the next 5 years. The report notes that performance funding is becoming less comprehensive and more circumscribed in its goals, and also that state mandates and prescriptions are declining, thus allowing coordinating boards, with campus participation, to initiate less ambitious funding programs. A copy of the survey questionnaire is included. (Contains nine tables.) (MDM)

ED 423 728 HE 031 463

Serban, Andreea M.; Burke, Joseph C.
The Impact of State Budget Reductions in the 1990's: A View of Public Higher Education in Six States.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Society for College and University Planning (33rd, Vancouver, British Columbia, July 18-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Budgeting; Educational Attitudes; Educational Finance; Educational Policy; Educational Quality; Enrollment; *Higher Education; Institutional Mission; *Public Colleges; *Retrenchment; State Colleges; *State Officials; State Programs; State Universities; Statewide Planning; Tuition
IDENTIFIERS- California; Florida; Massachusetts; New York; Texas; Wisconsin

This study examined the impact of state budget cuts on public colleges and universities in six states, focusing on the effects of such cuts on institutional priorities and plans, tuition and fees, and educational quality. Five state higher education finance officers, 12 state college or university system finance officers, and 98 college or university finance officers from California, Florida, Massachusetts, New York, Texas, and Wisconsin were surveyed in 1997. It was found that state college and university systems relied mostly on short-term measures such as enrollment reductions, tuition and fee increases, vacancies and salary freezes, and early retirements, which generally emphasized raising revenues and restricting expenses, to alleviate funding cuts, and neglected the reshaping of missions and priorities. Institutional responses indicated that individual colleges and universities took a much more proactive approach to funding cuts, including the reshaping of missions and priorities. However, individual campuses did not depart significantly from state systems' preferences for short-term cost-saving measures such as salary and hiring freezes. An appendix provides a breakdown of the survey population. (Contains 35 references.) (MDM)

ED 423 729 HE 031 464

Ropers-Huilman, Becky
Feminist Leaders in Higher Education: A Textual Analysis of Power and Resistance.
PUB DATE- 98

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Accessibility (for Disabled); *College Buildings; Community Colleges; *Educational Facilities; *Facility Inventory; Facility Planning; *Higher Education; Physical Disabilities; Private Colleges; Public Colleges; *Space Utilization; State Surveys; State Universities; Tables (Data); Use Studies
IDENTIFIERS- *North Carolina; University of North Carolina

This document reports the results of the 31st annual utilization study and inventory of space in North Carolina institutions of higher education as of the fall 1997 semester. Text and 26 tables present data on all branches of the University of North Carolina, all branches of the North Carolina community college system, three private research universities, 34 private general baccalaureate colleges, and one private junior college. The study is organized in four sections: (1) utilization of instructional space, which includes ratios, percentages, and indices that relate the amount of instructional activity to various categories of campus space; (2) interior space characteristics, which describes campus space by the uses and programs to which it is assigned; (3) building characteristics, which cover elements such as building age, condition, and replacement cost; and (4) accessibility of facilities to mobility impaired individuals, both for program accessibility and facility use. An institutional index is appended. (Contains 10 references.) (DB)

ED 423 748 HE 031 542

Regel, Omporn
The Academic Credit System in Higher Education: Effectiveness and Relevance in Developing Countries. PHREE Background Paper Series.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *College Administration; *College Credits; *College Curriculum; *Developing Nations; Foreign Countries; Higher Education; Institutional Characteristics; Required Courses; Standards
IDENTIFIERS- India; Indian Institute of Technology (India); Senegal; Thailand; University of Dakar (Senegal)

This report evaluates the increasing use and adaptations of the academic credit system by developing nations in an attempt to improve quality and cost-effectiveness of their higher education systems. Chapter 1 offers an overview of the credit system and explains how it works in breaking down the curriculum into measurable units that can be accrued in various combinations toward a degree. Chapter 2 analyzes the strengths and weakness of the academic credit system. Strengths are identified as learning effectiveness, added flexibility and responsiveness, and cost effectiveness. Weaknesses noted include fragmentation of knowledge, possible distortions in student motivation, problems with credit transferability, and failure to distinguish certification from true education. Chapter 3 specifically addresses the credit system's applicability to developing countries, noting existing models and the rigid nature of most of these nation's higher education systems. Three examples of how countries have adapted the credit system are offered: Thailand, which chose system-wide implementation; India, which implemented the credit system at the Indian Institutes of Technology; and Senegal, which is recognizing staff achievement. The two chapters in Part 3 describe the personal development of an academic leader and examine ways of improving university leadership. The "Leadership for Academic Work" questionnaire is appended. (Contains approximately 125 references.) (DB)

ED 423 767 HE 031 613

Funding Your Education: 1999-2000.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Choice; Eligibility; Federal Aid; *Federal Programs; Financial Support; *Grants; Higher Education; *Paying for College; Student Costs; *Student Financial Aid; *Student Loan Programs

This guide for students considering attending a college or career school uses a question-and-answer format to provide practical information on student financial aid available from the federal government. Questions and answers are organized into the following categories: choosing a school; paying tuition and other costs how the Department of Education can help; applying for financial aid (includes the "Free Application for Federal Student Aid" (FAFSA) form in paper and electronic versions); eligibility criteria; important deadlines in the application process; Federal Pell grants; campus-based aid programs (such as Federal Supplemental Educational Opportunity grants, work-study, and Perkins loans); federal and direct Stafford loans; parent loans; Stafford and parent loan questions; contacting the Department of Education, and reducing the cost of school. Also included are lists of the Federal Student Aid Information Center's frequently requested telephone numbers, frequently requested Web sites, and state agency phone numbers. (DB)

ED 423 768 HE 031 614

Federal Perkins Loan and National Direct Student Loan Programs Directory of Designated Low-Income Schools for Teacher Cancellation Benefits for the 1998-99 School Year.
PUB DATE- 98
NOTE- 1368p.; For the 1995-96 directory, see ED 391 448.
LANGUAGE- English
EDRS Price- MF11/PC55 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disadvantaged Schools; Disadvantaged Youth; Elementary Secondary Education; Federal Programs; Higher Education; *Loan Repayment; *Low Income; Private Schools; Public Schools; Student Financial Aid; *Student Loan Programs; Teachers
IDENTIFIERS- Federal Direct Student Loan Program; *Loan Forgiveness; Perkins Loan Program

This directory contains a list of public and nonprofit private elementary and secondary schools designated as having a high concentration of students from low-income families. Full-time teachers at these schools may have a portion of their student loans canceled under the Federal Perkins Loan Program and the National Direct Student Loan Program. All schools in the listing have more than 30 percent of their enrollment eligible for Title I under the Elementary and Secondary Education Act the true well-being of education financing than current performance rankings. There are three appendices. The first provides technical information, including definitions and reporting instructions. The second offers additional state information provided by state higher education finance officers, and the third is a directory of state higher education finance officers. (Contains 62 references.) (DB)

ED 423 788 HE 031 636

Halstead, Kent
State Profiles: Financing Public Higher Education. 1978 to 1998 Trend Data.
PUB DATE- 98
NOTE- 122p.; For other "State Profiles" reports, see HE 031 635 and ED 400 746.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Data Analysis; *Educational Finance; Enrollment; Financial Support; Higher Education; Models; National Surveys; Public Education; Resource allocation; *State Aid; *State Colleges; State Government; State Universities; Statistical Data; *Tax Effort; *Trend Analysis

This report presents two large tables showing trends in the financing of public higher education since 1977-78. Introductory information explains how to use the tables, the data-time relationship (whether fiscal year, academic year, or calendar year), and includes a sample chart constructed from one state's data. The raw data used for these analyses were: population, high school graduates, enrollment, taxable resources, tax revenue, appropriations, net tuition revenues, median income of households, and system support index. The first table presents the historical factor values by state. These values are: student source (high school graduates per 1,000 population), productivity (student participation), system relative size, state total taxable resources, state tax effort, state tax wealth (collected revenues), tax wealth relative to enrollment load (collected revenues per student), state payment priority (budget allocation), state appropriations, family share of total funding, tuition revenues, median income of households, family payment effort, family payment effort vs. state payment priority, total funding (output), taxable resources relative to enrollment load (input), and overall funding effort (output divided by input). The second table lists the basic nine historical data elements for each state, beginning with year 1977-78. (DB)

ED 423 789 HE 031 637

Halstead, Kent
Tuition Fact Book 1998. A Compendium of Data and Analyses.
PUB DATE- 98
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; Demography; Enrollment Trends; Higher Education; *Paying for College; Tables (Data); Trend Analysis; *Tuition

This report presents findings on the role of tuition in financing

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Choice; Educational Trends; *Enrollment Management; Higher Education; In State Students; Long Range Planning; Out of State Students; *School Holding Power; *State Universities; Strategic Planning; *Student Recruitment; Trend Analysis
IDENTIFIERS- *State University of New York

This study sought to determine why significant numbers of potential students at the State University of New York (SUNY) were enrolling in higher education facilities out-of-state and in private institutions. The study's work group participants included system and campus experts in the areas of academics, policy analysis, institutional research, student access, enrollment management, marketing, transfer and articulation, student affairs/campus life, revenue and tuition issues, financial aid, university relations, and secondary guidance. Findings are reported under the following categories: the extent of student migration from New York State; characteristics of out-of-state institutions selected by New York students; why students bypass SUNY; expansion opportunities for SUNY; student perceptions of SUNY; results of a student opinion survey; and system administration support and campus enrollment management. Case studies at SUNY (Brockport) and SUNY (Potsdam) offer examples of a successful financial aid model and a successful enrollment turnaround effort. An appendix lists specific recommendations, both short term and longer term, concerning the relationship of enrollment management to marketing, academics, and transfer/articulation. A list of work group members is also appended. (DB)

ED 423 809 HE 031 657

Federal School Code List, 1999-2000.
PUB DATE- 98
NOTE- 90p.; For the previous year's code list, see ED 414 817.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Educational Legislation; *Federal Legislation; Federal Regulation; Financial Aid Applicants; Paying for College; Postsecondary Education; Records (Forms); *Student Financial Aid
IDENTIFIERS- *Higher Education Act Title IV

This volume lists the unique codes assigned by the Department of Education to all postsecondary institutions (public, private, and proprietary) participating in student aid programs under Title IV of the Higher Education Act. The list is organized by state, and alphabetically by institution within each state. Introductory information explains how students should use the guide to complete a 1999-2000 Free Application for Federal Student Aid (FAFSA), a renewal FAFSA, a FAFSA Express, or a FAFSA application on the Web. Each listing includes the school's official Title IV school name, address, and code. (DB)

ED 423 810 HE 031 658

Chancellor's University-Wide Task Force on Campus Safety: Findings, Summary & Recommendations, 1996-1997.
PUB DATE- 97
NOTE- 116p.

presentations with no intentional presentation interference would perform better on the post test; (2) subjects receiving presentations with less interference would perform better than those receiving presentations with more interference; and (3) subjects in the interference-free presentation group would report more positive beliefs regarding computer generated presentations than would subjects receiving presentations with interference. Results indicated significantly higher posttest scores for the interference free presentation group. It was concluded that, although the well designed presentation and a presentation containing intentional interference both resulted in strong beliefs regarding the beneficial nature of computer generated presentations, treatments containing presentation interference significantly reduced learning. (Contains 65 references.) (Author/DLS)

ED 423 827 IR 019 048

Cennamo, Katherine S.
Wait 'Till Ya Hear This One: Professional Development through Anecdotes.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Instructional Development; *Instructional Improvement; Instructional Materials; Mathematics Instruction; Mathematics Teachers; Models; *Teacher Improvement; Teacher Workshops; Teaching Methods; *Videotape Recordings
IDENTIFIERS- *Anecdotes

This paper describes the evolution of an anecdote-based model of professional development. The nature of professional development is discussed, including case-based instruction and the use of anecdotes. The context for this investigation is presented; this professional development program was targeted to K-12 mathematics teachers who desire to recreate their practice in a manner consistent with mathematics reform initiatives. Through detailed analysis of classroom videotapes, the researchers identified the dimensions around which teachers' practice varies and types of contexts created in classrooms that influence students' opportunities to engage in mathematical thinking and reasoning. Problematic issues identified in teacher discussion sessions were consistent with those identified by the researchers' analysis of classroom videotapes. A set of videotapes that focused on these issues was developed, supplemented with a leader's guide. The suggested steps for working with anecdotes were: share an anecdote; reconstruct the details; view the anecdote again and think of related anecdotes; distill or interpret the issues; identify a personal plan; take to practice; and repeat the cycle with individual teachers' tapes. It was concluded that this model can be applied in a variety of contexts where the goal is to empower professionals to develop and improve their own practice. Contains 16 references. (DLS)

activity in recreation, leisure, and personal enrichment programs in Australia. It also details highlights, key features, and characteristics of activity in personal enrichment programs in 1996. Information has been collected from two main training provider groups: adult community education providers and technical and further education and other government providers. Section 1 focuses on key features and characteristics of personal enrichment education and training (PEET) programs. It reports that most clients are in programs offered by community providers; the majority are female; clients are mainly located in capital cities; and personal enrichment programs are predominantly funded through fee-for-service arrangements with individual clients. Section 2 presents PEET client information, including the following: the majority are female and older than those studying vocational programs; females participate in more personal enrichment programs than males across all geographic regions for all sectors; and clients are mainly located in capital cities. Section 3 provides PEET course information, including enrollments by field of study; enrollments by field of study, provider, and sex; and course annual hours by field of study, provider, and sex. Section 4 presents data on PEET modules: enrollments by area of learning; enrollments by area of learning, provider, and sex; and hours by area of learning, provider, and sex. Technical and explanatory notes are appended. (YLB)

Possibilities for Apprenticeship Training" (Arie Gelderblom).
(MN)

ED 423 394 CE 077 141

Vocational Education and Training--The European Research Field.
Background Report. Volume II. First Edition.
PUB DATE- 98
NOTE- 326p.; For volume I, see CE 077 140.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports -
Research/Technical (143)
DESCRIPTORS- Communications; Comparative Analysis; Curriculum
Development; Disadvantaged; Education Work Relationship;
Educational Change; Educational Environment; Educational
Mobility; Educational Needs; Educational Objectives;
Educational Opportunities; *Educational Practices; *Educational
Research; Educational Technology; *Educational Trends;
Employment Opportunities; Foreign Countries; Information
Technology; Innovation; International Educational Exchange;
Migration; Nonformal Education; Postsecondary Education;
Reliability; *Research Methodology; Secondary Education;
Student Certification; Student Evaluation; Teaching Methods;
Technological Advancement; Technology Transfer; *Theory
Practice Relations *Europe; International Surveys
IDENTIFIERS- *Europe; International Surveys

This document contains 10 papers on vocational education and training and related research that were developed for a 1998 European research report titled "Training for a Changing Society." The following papers are included: "Research on Transition" (B. Clasquin, F. Gerardin, V. Toresse); "Objectives, Realisation and Organisation of Continuing Vocational Education and Training" (Dieter Munk, Antonius Lipsmeier); "Training and Employment Opportunities for Disadvantaged Persons" (Ides Nicaise, Joost Bollens); "Curriculum Development, New Learning Environments and Transfer of Innovations in Europe" (Pekka Kamarainen, Jan Streumer); "New Learning Formats and Venues in the Context of Information and Communication Technologies" (Gerald A. Straka, Markus Stockl); "Validation and Recognition of Non-Formal Learning: The Question of Validity, Reliability and Legitimacy" (Jens Bjornavold); "Theory and Methodology of International Comparisons" (Uwe Lauterbach, Wolfgang Mitter); "Transnational Mobility in the Context of Vocational Education and Training in Europe" (Soren Kristensen); "Migrants in the European Union: Some Empirical Findings" (Pascaline Descy, Manfred Tessaring); and "Recognition of Certificates and Transparency of Skills in the European Union" (Burkart Sellin). (MN)

Australia's Vocational Education & Training System. Annual National Report. Volume 1: National Overview and Volume 2: Commonwealth, State & Territory Achievements.

PUB DATE- 98
NOTE- 154p.; For volume 3, see CE 077 195.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; Adult Education; Annual Reports; Apprenticeships; Community Education; Cost Effectiveness; *Delivery Systems; Education Work Relationship; Educational Demand; Educational Finance; Educational Objectives; Educational Policy; Enrollment; Equal Education; Flexible Progression; Foreign Countries; *Job Training; Marketing; National Programs; *Outcomes of Education; Participation; Postsecondary Education; Program Costs; Program Development; *Program Effectiveness; Resource Allocation; School Business Relationship; School Choice; Secondary Education; Small Businesses; Special Needs Students; State Programs; *Statewide Planning; Strategic Planning; Training Objectives; *Vocational Edu *Australia
IDENTIFIERS- *Australia

This document consists of the first two volumes of the 1997 annual report on Australia's vocational education and training (VET) system. Examined in volume 1 are the following topics: strategic directions for 1997; overview of the VET system's operation and the Australian National Training Authority (ANTA) agreement; key initiatives in 1997 (the National Training Framework, New Apprenticeships, User Choice, industry advice, improved efficiency and accountability); greater responsiveness (allocation of resources through competitive processes, flexible delivery, the frontline management initiative, professional development, demand for VET, small business, training culture); enhanced quality (best practice and quality assurance, the National Training Framework, and national VET research); improved accessibility (New Apprenticeships, group training, equity and participation in VET, VET in schools, adult and community education); increased efficiency (national key performance measures, national VET statistics, national costing studies, the infrastructure program, promotion of VET); national programs; national projects; and financial information. Appended are lists of 1997 state and territory ANTA board members and National Training Framework committee members. In volume 2, the full range of achievements in VET in 1997 throughout the commonwealth as a whole and in each of Australia's eight states and territories are detailed against the background of Australia's national strategy themes. (MN)

for England.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Child Rearing; Educational Benefits; Foreign Countries; *Intergenerational Programs; National Surveys; *Nonformal Education; *Parent Participation; *Preschool Education; Questionnaires; Social Development
IDENTIFIERS- *England

The learning that parents accomplish through informal involvement in running preschool learning groups was examined through a survey of adults who were actively involved in a Pre-School Learning Alliance program in 1 of 10 locations throughout England. Of the 632 adults contacted, 311 (nearly 50%) completed questionnaires. Approximately 60 respondents across the different locations agreed to be interviewed by telephone. All but two respondents were women, just over 94% were of white European origin, and 66.5% were between 30 and 39 years old. Nearly half left school at age 16, 5.7% left school at age 15 or under, 36% left at age 18, and 3.8% left later. The majority of respondents believed that they were deriving important benefits from their connection with a preschool. Social contacts, interest in child development, and improved child-oriented skills were unanimously considered the main benefits derived from involvement with a preschool, with increased self-confidence and a range of personal skills being ranked lower in importance but still considered very significant. Several respondents said that, as a direct result of their involvement with a preschool, they wished or intended to work with children. (The questionnaire and telephone interview schedule are appended.) (MN)

SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Adult Basic Education; Adult Literacy; Competence; Educational Objectives; *Evaluation Criteria; Evaluation Methods; Literacy Education; *Outcome Based Education; Performance Based Assessment; Program Evaluation; Role of Education; *Student Evaluation
IDENTIFIERS- Arkansas; Connecticut; Pennsylvania

In the current environment of global economic restructuring, changes in work and employment, and large-scale immigration to the United States, adult basic education (ABE) is facing demands that it be accountable for its performance by demonstrating its success in terms of student and societal outcomes. The increasing calls for ABE to develop a system of performance accountability stem from the following factors and problems: regarding what it means to be literate is changing; the purpose of literacy remains undefined; ABE's many stakeholders are not mutually accountable; ABE is struggling to create a national accountability system without a national service delivery system; and existing tools for measuring learning are not up to the task. Thanks to several new initiatives for addressing performance, the problems of accountability in ABE are beginning to be addressed at the state and national levels. The following principles have been proposed as a framework for action that will enable ABE to perform effectively and be held accountable for future performance: (1) agree on performance; (2) build mutual accountability relationships; (3) develop capacity to perform and be accountable; and (4) create new tools to measure performance. (109 references) (MN)

Pathological Gambling," "Substance Use and Gambling," "Gambling and Mental Health," "Multiple Problems," and "Treatment for Gambling Problems." Part 3 includes chapters on "Gambling by Texas Teens," "Teen Gambling on the Lottery," "Problem Gambling among Adolescents," and "Adolescent Substance Use and Gambling." Part 4 presents comparisons between adolescent and adult gambling. Tables of prevalence and recency of gambling activities for adults and teens, a map of the regions of Texas, analysis of lottery play, "Substance Problem Use Questions," and the South Oaks Gambling Screen instrument are included in six appendixes. The appended "Executive Summary" covers the background of the study, gambling among adults and adolescents, conclusions, and four statistical tables displaying data on the prevalence and recency of gambling activities by adults and teens. (EMK)

ED 423 471   CG 028 690

Understanding Inhalant Users: An Overview for Parents, Educators, and Clinicians. Revised.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Drug Abuse; Drug Education; Elementary Secondary Education; *Prevention; Therapy
IDENTIFIERS- *Inhalants; Texas

Various areas of research related to inhalants are summarized and general guidance in dealing with this complex and urgent problem is provided. Topics include (1) "Characteristics of Inhalants," which reviews chemicals found in inhalants and common modes of administration; (2) "Defining Inhalant Use and Abuse," which includes epidemiology, drug effects, and chemical categories; (3) "Trends in Inhalant Prevalence," which addresses Texas school students; (4) "Classifying the Inhalant User and Abuser," which explains user-based categories and user-pattern categories; (5) "Causes and Consequences of Inhalant Use," which reviews correlates and cues to inhalant use; (6) "Effects of Inhalant Use," which covers general, acute, and chronic effects and needed research; (7) "Treatment of Inhalant Users," which reviews problems in outreach, screening, diagnosis, detoxification, life skills, peers, and family treatment; (8) "Prevention of Inhalant Use," which reviews a number of problems to be overcome in planning prevention efforts; (9) "Research Issues in Inhalant Use," which presents issues specific to inhalant use; and (10) "Summary of Inhalant Issues." Brief, relevant articles are presented in boxes in various chapters. Appendix A provides a table of "Characteristics of Inhalant Users" with corresponding research references. (Contains 175 references.) (EMK)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Community Programs; *Crime Prevention; Elementary Secondary Education; *Ethical Instruction; Schools; Youth Problems; Youth Programs
IDENTIFIERS- *Hate Crime

By understanding what hate-motivated behavior is and how best to respond to it, schools can become a powerful force in bringing such incidents to an end. This booklet provides an understanding of the nature of hate crime, the extent of the problem, and a review of the seven elements of effective school-based hate prevention programs. References to applicable civil rights laws are included. Examples of effective programs are provided with contact information. A section devoted to "Classroom Activities and Discussion Topics" offers more resources for elementary, middle, and secondary school activities. Contact information is provided for a list of resource organizations. A list of relevant government, nonprofit, and educational web sites is provided. A bibliography provides lists of curricula and instructional materials, books, and videos. Age suitability is provided for many of these resources. (EMK)

part of the entire language arts program. It acknowledges that spelling must be taught directly but argues that traditional methods of teaching spelling may often fail students. The book advocates the introduction of spelling as a meaningful activity through both structural lessons and the use of "teachable moments" during lessons across all content areas. Following an informational preface, chapters in the book are: (1) Teaching Spelling: An Introduction; (2) What We've Learned from Research; (3) Spelling Goals: How and What Do I Want To Teach?; (4) Generic Spelling Strategies; (5) Ongoing Assessment and Evaluation of Students' Spelling; (6) Getting Started with Spelling Instruction; (7) Guided Word-Study Lessons; and (8) Parents as Spelling Partners. (Contains 59 references and 36 "Black Line Masters," or teaching lessons.) (RS)

ED 423 512 CS 013 279

Choate, Joyce S.; Rakes, Thomas A.
Inclusive Instruction for Struggling Readers. Fastback 434.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Educational Philosophy; Elementary Education; *Inclusive Schools; Instructional Effectiveness; Mainstreaming; *Reading Difficulties; *Reading Instruction; Reading Skills; *Special Needs Students; Student Evaluation
IDENTIFIERS- Reading Management

Noting that many teachers and teacher educators were unprepared for the rapid spread of inclusionary placements for at-risk and special learners, this fastback presents principles and practices for teaching struggling learners the basic reading skills they need for academic progress and lifelong learning. The discussions in the fastback are designed to orient educators to the philosophy, knowledge, and skills required to respond to the challenge of providing inclusive reading instruction. The fastback provides five principles that serve as general guidelines for teachers: (1) choose and emphasize the most promising instructional methods; (2) emphasize authentic reading content and skills; (3) offer appropriate accommodations and assistance; (4) increase collaboration to synergize inclusive reading instruction; and (5) expand routine monitoring and evaluation to adjust instruction. (Contains 48 references. An appendix contains options for supplemental reading accommodations.) (RS) children possess in their mother tongues to design a conducive learning environment. (NKA)

ED 423 532   CS 216 489

Shull, Ellen
If You Listen Hard Enough: The Art of Connecting.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Course Descriptions; *Freshman Composition; Higher Education; Instructional Innovation; *Journal Writing; Personal Narratives; Student Experience; Student Journals; Writing Assignments; Writing Improvement; *Writing Processes; Writing Skills; *Writing Strategies
IDENTIFIERS- *Personal Writing; *Writing Motivation

When she began teaching, one instructor thought everything had to come from her. It took a couple of years before she understood that what students themselves bring to the experience is instrumental--even vital--in helping them connect with what happens in the classroom. In their freshman composition journals, students produced writing based on modes such as narration, description, comparison/contrast, persuasion, process, and the like. They struggled to make what they wanted to say fit the modes, and the instructor watched them subvert their ideas in deference to the form. Students obviously had stories to tell, their own stories, so the instructor put her blinders on, went with story, and tried a course called "The Story of My Life." The course was based on the reading and writing of autobiography--a way to validate the variety of personal stories in journals and essays. And the modes? Allow the students to stick to the ideas. Now the personal, family, and life knowledge flows from the students connecting to the classroom and the reading and writing of the course. The goal is for them to learn that their own stories are important, that identifying themselves and their experiences with the literature will make it theirs. (CR)

Multicultural Children's Literature in the Elementary Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Literature; Classroom Environment; *Elementary Education; *Elementary School Curriculum; *Multicultural Education; *Reading Material Selection; Scholarly Journals
IDENTIFIERS- ERIC Digests; *Multicultural Literature; Web Sites

Arguing that schools need to prepare all children to become competent citizens and to create an environment that fosters mutual understanding, this Digest discusses multicultural children's literature in the elementary classroom. It discusses the importance of multicultural children's literature and presents guidelines for selecting multicultural children's literature. The Digest also lists specialized selection sources and review journals, and offers web addresses of selected lists/awards dealing with multicultural children's literature. Contains seven references. (RS)

Use; *Newspapers; *Periodicals; Programming (Broadcast); Sexual Harassment; *Television

IDENTIFIERS- Cellular Telephones; *Media Management; Popular Magazines; Womens Magazines

The Media Management and Economics--Magazine section of the Proceedings contains the following 12 papers: "Not the Same Story: Differences in Sexual Harassment of Women Who Work in Newspaper and Television Newsrooms" (Lori Bergen); "Modeling Strategy for Mass Media: A Resource-Based Approach" (Hugh J. Martin); "The Impact of the Expansion in the Aftermarket on Network Prime Time Programs" (Sora K. Park); "Creative Ownership Transition Strategies for Community Newspapers" (Dane Claussen); "The Representation of Financial Institutions on the Boards of Directors of Publicly-Traded Newspaper Companies" (Soontae An and Hyun Seung Jin); "Parent Company Influence on Local Market Competition in Cellular Telephone" (Hugh S. Fullerton); "A New Entry in the Television Broadcasting Industry and Program Diversity: The Case of the Emergence of SBS-TV in Korea" (Myung-Hyun Kang); "Family Pictures: Constructing the Typical American in 1920s Magazines" (Carolyn Kitch); "Reviewing the Record: What Magazine Letters to the Editor Said About Journalism in 1962, 1972, 1982, and 1992" (Brian Thornton); "The Astounding Women of 'Analog': A Content Analysis of Cover Art, 1930-1995" (Lisa M. Daigle); "Women's Magazines Used Agenda-Setting, Priming in Effort to Influence '96 Election" (Ernest C. Hynds); and "Beauty and Fashion Magazine Reading and Anorectic Cognitions as Predictors of Dieting Behavior in College-Age Women" (Steven R. Thomsen, Robert L. Gustafson, J. Kelly McCoy, and Marleen Williams). (CR)

ED 423 588 EA 029 198

Krajewski, Fran; Osowski, Val
The National Center for Community Education: On the Threshold of a New Age.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Cooperation; *Community Education; Community Involvement; *Community Schools; Elementary Secondary Education; Leadership Training; Parent Participation; *Partnerships in Education; *School Community Programs; *School Community Relationship; Training
IDENTIFIERS- Flint Community Schools MI; *Mott Foundation

The Charles Stewart Mott Foundation has been involved in the community-school/community-education movement since the 1935 Flint Community Schools (Michigan) experiment led to fuller use of local school facilities for learning and recreation programs. The National Center for Community Education (NCCE) was established in the 1960s as a training component in support of the Mott Foundation's promotion of school-community partnerships. This issue of the Mott Exchange, the official magazine of the Foundation, contains four stories that describe the NCCE and its activities: (1) "A New Era for Community Education" provides historical information about the NCCE; (2) "Programming: Going, Growing Strong" describes three types of training workshops available to school professionals and nonprofessionals on school-community collaboration; (3) "Board, Staff Profiles" contains brief biographies of NCCE management and staff; and (4) "Eye on the Future--Tomorrow's Leaders Today" describes a new young adult leadership program in Flint. (MKW)

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Educational Change; Educational Innovation; Elementary Secondary Education; Program Descriptions; Program Evaluation; *Program Implementation; *State Standards

IDENTIFIERS- Minnesota

To explicate the factors behind standards implementation, the results of a project to develop and pilot test a process that bridges the gap between setting standards and improving student achievement is presented. The text focuses on the Implementing Academic Standards (IAS) program, which was designed to develop and pilot-test a process for implementing Minnesota's high standards for student learning. The paper opens with an overview of theory and research on standards-based reforms, focusing on types of standards, definitions of standards-based reform, and reform implementation. To illustrate how the process works, background information on Minnesota's standards movement is provided. The bulk of the text is devoted to the implementation and the effects of IAS. Details on research questions, data-collection methods, and findings are presented. A summary of the results of the study and implications for further efforts to implement standards-based reform are given. Areas where further research is needed to increase understanding of the change theory behind standards-based reform are likewise identified. (RJM)

Helpful Entry Level Skills Checklist. Each module provides a list of materials needed, specification of module objectives, and a detailed guide to presenting the module content. (DB)

ED 423 627 EC 305 969

Rous, Beth
Project STEPS: Developing a Community Wide Transition System Using the STEPS Model: Training Module Handouts.
PUB DATE- 97
NOTE- 142p.; For other "Project STEPS" documents, see EC 305 968-972.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Check Lists; Compliance (Legal); *Disabilities; Early Childhood Education; *Early Intervention; Models; Program Development; Public Schools; *School Readiness; Student Evaluation; Systems Approach; Team Training; Teamwork; Training; *Transitional Programs
IDENTIFIERS- Project STEPS KY

This packet contains handouts for training school and community personnel to implement Project STEPS (Sequenced Transition to Education in the Public Schools), an interagency program to facilitate transition of young children with disabilities. A sample agenda for a 3-day training session is provided. Handouts are organized into the eight modules of the program which cover: (1) an overview of the STEPs model and transition systems development process; (2) the local team and effective team meetings; (3) the STEPS Model components; (4) transition system development process; (5) using the Helpful Entry Level Skills Checklist; (6) legal requirements; and (8) supplemental materials. Provision for inclusion of state-specific information is also made. (DB)

ED 423 646 EC 306 736

O'Connell, Joanne Curry

Research to Practice: Using Research in Native American Communities To Improve Policies and Practices Related To Educating Adolescents Who Are Disabled.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 88

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Figure 3 contains filled-in type.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Alcohol Abuse; *American Indians; Birth Rate; Children; *Demography; *Disabilities; Hearing Impairments; *Incidence; Income; Learning Disabilities; *Participant Characteristics; *Rehabilitation Programs; Sociocultural Patterns; Substance Abuse; Use Studies; Visual Impairments

IDENTIFIERS- Native Americans

This conference paper describes demographics of the Native American population, their disability rate, and their utilization of rehabilitation services. Findings indicate that: (1) in 1980, almost half of the American Indian population was under 20 years of age and that the birthrate among American Indians was twice that of other groups; (2) in 1980, over half of American Indian households on reservations had no telephone, while 20 percent of households had no transportation, and 16 percent lacked electricity; (3) the level of educational attainment was significantly lower than the general population; (4) the death rate among American Indians was 1.5 times or more the death rate for all races; (5) sensory impairments, identified as eye and ear conditions, were disproportionately high among American Indians; (6) American Indians exhibited health-related problems at earlier ages than individuals from the general U.S. population; (7) for American Indian children with disabilities, the largest group of problems were learning disabilities; (8) American Indian rehabilitation clients had a greater number of dependents, less income, and a lower educational level than other clients; and (9) significantly more American Indians were treated for alcohol and drug abuse in the rehabilitative system of services than was the general population. Charts illustrate statistical findings. (CR)

Speakers; Oral Language; Questionnaires; Second Language
  Instruction; Speech Skills; Surveys
IDENTIFIERS- Japanese People

A survey of 32 Japanese and 44 native English-speaking teachers of English as a Second Language investigated how the two groups evaluate the English speech skills of Japanese students. A 59-item questionnaire was designed to elicit comparative information on definition of oral proficiency, criteria (including newer ones derived from instruction focusing on communicative competence) used to assess oral skills, and the relative importance attached to these criteria. Results suggest significant differences overall between Japanese and native English-speakers' standards in two main assessment categories, fluency and discourse factors, although no significant differences appeared within subcategories of these criterion groups. The questionnaire is appended. (MSE)

ED 423 666   FL 025 359

Seferoglu, Golge C.
Error Analysis: A Study of Variation in Two Turkish Students'
  Pronunciation of the English Interdentals.
PUB DATE- 95
NOTE- 11p.; Revised version of a paper presented at the Annual
  Meeting of the American Association for Applied Linguistics
  (17th, Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Analysis; *English (Second
  Language); *Error Analysis (Language); *Error Patterns; Foreign
  Countries; Language Patterns; *Phonology; *Pronunciation;
  Second Language Learning; *Turkish; Uncommonly Taught Languages
IDENTIFIERS- Fricatives

This study analyzed the pronunciation of English interdental fricatives by two native speakers of Turkish, focusing on whether there was systematic variation of forms according to the kind of discourse and the surrounding phonemes. Subjects were two adult Turkish learners of English as a Second Language, both of whom had been in the United States for 6 years. One was an advanced learner, the other an intermediate-level learner. Data were gathered in recordings of spontaneous speech, passage reading, and word list reading. Analysis of the transcriptions showed both speakers to be stable and consistent in the pronunciation, whether correct or incorrect, in all three situations. Neither had great difficulty pronouncing the voiced interdental. In pronouncing minimal pairs in the word list, both showed considerable symmetry in correct and incorrect pronunciations. Both had difficulty pronouncing the voiceless interdental fricative in certain consonant clusters and after back vowels in the same syllable. The intermediate-level English learner transferred pronunciation from some Turkish words. Implications for language teaching are discussed briefly. (Contains 10 references.) (MSE)

Taught Languages
The report summarizes the proceedings of a conference on less commonly taught languages (LCTLs). An introductory chapter describes the origins and organization of the conference, and notes the sponsoring organizations, languages represented by participants, institutions represented, and professional associations to which participants belonged. Three subsequent chapters summarize the plenary talks and small group discussions of the three conference sessions. Topics include: promoting and protecting the LCTLs (student concerns, teacher concerns, enrollments, institutional cooperation, marketing LCTLs, curricular issues); pedagogy and materials (teacher training and professional development options, teacher cooperation and communication, analysis of a survey of participants, availability of pedagogical materials); and delivery systems (governance, technology). Appended materials include the conference announcement and application, the text of the survey of participants, and a list of participants. (MSE)

ED 423 689 FL 025 492

Casanave, Christine Pearson, Ed.; Simons, J. David, Ed.
Pedagogical Perspectives on Using Films in Foreign Language Classes. SFC Monograph #4.
PUB DATE- 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; College Instruction; *Copyrights; Critical Thinking; *Cultural Education; Film Study; *Films; Foreign Countries; Higher Education; Instructional Materials; Journal Writing; *Listening Skills; Second Language Instruction; *Second Languages; Sex Role; Skill Development; Sociocultural Patterns; Student Journals; *Student Projects; Thinking Skills; Videotape Recordings
IDENTIFIERS- *Japan
This collection of articles on use of films in second language instruction, particularly for teaching English as a second language (ESL) in Japanese colleges and universities, includes: "Whole Movies and Engaged Response in the Japanese University ESL Classroom" (David P. Shea); "Films in English Class: Going Beyond a Content Approach" (Jeffrey Cady); "Learning by Collaboration and Teaching: A Film Presentation Project" (Christine Pearson Casanave, David Freedman); "Finding the Last Puzzle Piece Through Conversion" (Yoko Shimizu); "The Value of Reading and Film Viewing in Fostering Critical Thinking" (Sae Yamada); "The Listening-Viewing Diary in an Advanced Listening/Speaking Class" (Naomi Fujishima); "The Portrayal of Women in American Films: A Scenario for Misunderstanding" (Yoshiko Takahashi); "An Anthropological Perspective on Films in the Language Class" (Thomas Hardy); and "Copyright Law and Video in the Classroom" (J. David Simons). (Individual papers contain references). (MSE)

The report, based on a study of journal entries written by English-as-a-Second-Language (ESL) students in San Diego Community Colleges (California), examines the value of journal writing for ESL learning and acculturation and offers classroom techniques for its use. An introductory section describes the study and its outcomes. Chapter 1 looks at how ESL journal writing can assist ESL students in acculturation, how it fits into the language-learning experience, policy and practice in ESL writing from national down to local levels, and California statewide ESL model standards. Chapter 2 discusses how the seven proficiency levels outlined in California ESL standards apply to classroom teaching. Chapter 3 looks at how ESL writing exercises can reveal issues that matter to students in the process of adjusting to American life, including stages of adjustment, family concerns, the need for role models, and necessary coping skills. Chapter 4 focuses on use of ESL writing in the classroom, including dialogue journals, buddy journals, audiotaped responses to journal entries, online writing, writing with elders, literature and writing, and providing feedback to students. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *College Administration; *Discourse Analysis; Educational Attitudes; Females; *Feminism; *Higher Education; Leaders; *Leadership; Leadership Styles; *Power Structure; Women Administrators; Womens Education

This paper examined higher education, women's education, and feminist leadership literature to determine the definitions of power they suggest and the implications of such definitions as they apply to leadership. A textual discourse analysis of five works was conducted; these included works by Clark Kerr, Cryss Brunner, Leslie Bloom and Petra Munro, Luba Chlinwiak, and Rosalind Rosenberg. It was found that all of the texts provided suggestions for how feminist leadership might define power and craft strategies within higher education contexts. All five of the texts agreed, to some degree, on two basic strategies or beliefs about effective leadership. First, they all asserted that in future leadership situations, less hierarchical models will be more useful, especially as these models take into account the perspectives of an increasingly diverse population. Second, the texts suggested that increasingly, there would be a search for dialogic relations with the multiple persons in and affecting the organization. There was marked disagreement, however, over the overt use of power and the goals of leadership. The analysis suggested that power and leadership have multiple forms and strategies, and that the academy brings its own complexities to the feminist movement. (Contains 15 references.) (MDM)

experimenting with the system at the University of Dakar. (Contains 40 references.) (DB)

ED 423 749 HE 031 544

Henson, Kenneth T.
Writing for Professional Publication. Keys to Academic and Business Success.
PUB DATE- 99
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Faculty Publishing; Higher Education; Professional Development; *Research Methodology; *Scholarly Journals; *Writing for Publication; Writing Improvement; Writing Processes

This book provides practical help for people writing for publication, especially for those writing for professional journals or university presses. Chapters cover the following topics: (1) reasons for writing; (2) finding topics; (3) getting started; (4) writing style; (5) organizing articles; (6) using journals, libraries, surveys, and action research; (7) common errors in writing for journals; (8) communicating with journal editors; (9) questions writers ask; (10) getting book contracts; (11) planning the writing process; (12) grant proposal writing; and (13) using the computer. Sixteen appendices provide such information as preferences of journals in various disciplines, understanding book contracts, sample publication guidelines, sample call for manuscripts, sample of article using systematic research method, sample of survey questionnaire, writing workshops, university presses, and a sample proposal for funding. A glossary is included. (Individual chapters contain references.) (DB)

funding formula. The Directory begins with a list of 1998-99 state contact persons, including their addresses and telephone numbers. The bulk of the directory is comprised of lists of eligible schools and their grade levels, organized alphabetically by state and county. (DB)

ED 423 769 HE 031 615

Direct Loans, Federal Direct Consolidation Loans.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Eligibility; Higher Education; Loan Default; *Loan Repayment; Parents; *Student Loan Programs
IDENTIFIERS- Direct Lending; *Federal Direct Student Loan Program; *Student Loan Consolidation Program

This guide explains in a question-and-answer format the Federal Direct Consolidation Loan Program, which is part of the William D. Ford Federal Direct Loan Program and is designed to help students and parents manage and repay money borrowed for postsecondary education, usually with just one monthly payment. Advantages of a Direct Consolidation Loan are identified, including affordability, flexibility, efficiency, and convenience. Also addressed are eligibility standards for student and parent borrowers, and the situation when one or more education loans is in default. The guide goes on to provide detailed examples of four repayment plans: the standard repayment plan, the extended repayment plan, the graduated repayment plan, and the income-contingent repayment plan. Guidelines and a table to help compare repayment plans are also provided. Two attached charts provide comparative information of loan benefits. (DB)

higher education and as payment by students and parents. The content is organized into 11 chapters grouped into six parts. Part 1 is an enrollment profile of students who opt to attend college. Topics covered include starting conditions, such as student academic skills, family income, and place of residence; and enrollment (including enrollment of marginally qualified students) and persistence. Part 2 covers the value and cost of college attendance. Data tables illustrate how earnings increase with educational level and the range in student costs (by institution and by state). Part 3 examines changing affordability and institutional finances. Tables record the inflationary history of student charges, trends in public and private tuition affordability, and salary trends in selected occupations. Part 4 is on state policies and practices in pricing public higher education, including data on state differences in the role of tuition. Part 5 is on price and quality: its best college buys looks at the role of tuition at public and private research and doctorate universities, public and private master's universities, and bachelor colleges. Part 6 is on financing college costs, and it details trends in student financial aid, projection of student charges, and saving for college. (Contains 35 references.) (DB)

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Administration; Compliance (Legal); *Educational Environment; Federal Legislation; Higher Education; Law Enforcement; *Long Range Planning; *School Safety; School Security
IDENTIFIERS- *State University of New York; Student Right to Know and Campus Security Act

This report presents findings and recommendations of a State University of New York (SUNY) university-wide task force on campus safety. The group held meetings, surveyed SUNY campuses, and analyzed references and materials from national and state resources. An overall conclusion was that no single monolithic formula could be applied to all SUNY components. However, broad recommendations that could be adapted to each campus were formulated. The report begins by describing the task force methodology. This is followed by an overview of campus safety legislation and judicial decisions that affect campus safety. This section also considers university initiatives to comply with various state and federal laws, such as the Student Right to Know and Campus Security Act of 1990. Next is an overview of campus departments of public safety, including their historical development and operational authority. The report then presents the specific findings of the three task force subcommittees which examined education, prevention and compliance, and crisis management. Each subcommittee section concludes with recommendations. Appendices include task force correspondence, a list of task force members, and a list of resources. (Contains 60 references.) (DB)

ED 423 828 IR 019 049

Chen, Li-Ling
Web-Based Distance Instruction: Design and Implications of a Cybercourse Model.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Cognitive Style; Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; Delivery Systems; Demonstrations (Educational); Discussion (Teaching Technique); *Distance Education; Educational Strategies; Educational Technology; *Instructional Design; *Instructional Innovation; Interaction; Models; Problem Solving; *World Wide Web
IDENTIFIERS- Collaborative Learning; Course Development; Technology Integration

This paper describes a cybercourse model that was designed and created by infusing the following four beneficial telecomputing activities into a World Wide Web-based learning system: collaborative learning; demonstration; interactive discussion; and problem solving. Differences between the regular Web-based distance learning system and the innovative model are compared and contrasted, using the contrast perspectives of active learning versus passive learning and mindful teaching versus thoughtless teaching. The advantages (i.e., no time and space limit, synchronous and asynchronous communication, and linear and nonlinear learning) and disadvantages (i.e., difficulty in documenting student performance and in tracking student access to Web sites) of the model are discussed. The following issues related to applying the Web as a distance learning medium are considered: (1) the effectiveness of electronic conversations versus face-to-face conversation; (2) the effect of field dependence/independence on student performance; and (3) the quality of the information available on the Web. Two figures representing the regular model and the innovative model are included. (DLS)

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ED 423 829 IR 019 050

Choi, Ikseon
Optimal Shifting of Fidelity Levels in Computer-Based Instructional Simulation.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Foreign Countries; *Instructional Effectiveness; Instructional Material Evaluation; Junior High Schools; *Learner Controlled Instruction; Learning Processes; *Time Factors (Learning)
IDENTIFIERS- *Learning Curves; Reality; South Korea

This study explored ways of developing and utilizing more efficient Computer-Based Instructional Simulations (CBIS) based on the relationship among fidelity levels (i.e., how closely a simulation imitates reality), transfer time, and learning time. The hypotheses presented suggest how to determine the optimal shifting points of the fidelity levels; this method yields the optimal routes that would help learners reach goals with less time in CBIS. To verify the hypotheses, 148 seventh grade male students were selected voluntarily from one junior high school in Korea, and a 4 X 6 (Fidelity Levels X Number of Lessons) posttest-only experimental design was employed. Even though the result failed to support main hypotheses due to no distinct difference among fidelity levels of CBIS, the result shows that a cost-effective point on learning time exists in a given level of fidelity range of CBIS. Therefore, the hypotheses need to be tested again in further well-designed experiments with a larger range of fidelity. Figures illustrate the relationship between transfer of learning and learning time according to fidelity levels and the optimal shifting of fidelity levels and its benefit. A table of the standards for classifying fidelity levels is included. (Contains 23 references.) (Author/DLS)

ED 423 830 IR 019 051

Cifuentes, Lauren; Hughey, Jane
Computer Conferencing and Multiple Intelligences: Effects on Expository Writing.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; Cognitive Style; *Computer Mediated Communication; Computer Uses in Education; Correlation; Educational Technology; Essays; *Expository Writing; Higher Education; Instructional Design; *Intelligence Differences; *Learning Modalities; *Multiple Intelligences;

ED 423 846 IR 019 067

Land, Susan M.; Hannafin, Michael J.
Learning in Open-Ended Technology Environments: Problems and Issues.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Computer Assisted Instruction; Computer Mediated Communication; *Constructivism (Learning); Courseware; Educational Technology; Information Technology; Instructional Effectiveness; Interaction; *Learner Controlled Instruction; Learning Strategies; Open Education; Student Needs; User Needs (Information)
IDENTIFIERS- *Open Ended Learning Environments; Technology Based Instruction; Technology Mediated Interactive Learning

This paper critically analyzes problems and issues related to learning with open, technology-based environments. Theoretical assumptions that underlie learning in this type of environment are clarified in the first section. The second section addresses imitations in adaptive capabilities of technology, including: the learner relies upon feedback that is contingent upon learner actions; when learners maintain naive beliefs and fragmented understandings, the system must be able to present consequences and data that can be perceived as consistent or inconsistent; learners may not perceive the implications of such responsive data; and interactions may be distorted and misunderstood. The third section covers the importance of shared meaning as a necessary means toward increasing both partners' (i.e., the learner and the system) understanding each other's point of view at important points during the interaction. Sources of misunderstanding are then discussed, including: perceptual limitations of visual cues; biased and confounded meanings; failure to share meanings within system boundaries; and incongruent meta-level approaches. (Contains 44 references.) (DLS)

ED 423 847 IR 019 068

Lawless, Kimberly A.; Brown, Scott W.; Mills, Robert
Knowledge, Interest, Recall and Navigation: A Look at Hypertext Processing.
PUB DATE- 98
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Electronic Text; Higher Education; *Hypermedia; Interest Inventories; Interest

ED 423 863 IR 019 084

Streibel, Michael J.
The Importance of Physical Place and Lived Topographies.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Cultural Context; Distance Education; *Educational Environment; Educational Research; Educational Technology; *Environmental Influences; Environmental Research; *Ethnography; Literature Reviews; *Physical Environment; Research Needs; Role; Social Influences
IDENTIFIERS- *Apache (Tribe); Learning Environment; *Place Identity

This paper articulates a framework for thinking about the role of place in human experience. The question of why physical place is important in all experience is dealt with through a review of recent work on the concept of place, including Keith Basso's ethnographic work with the Western Apache on their belief that an enduring sense of place entails a complex array of symbolic relationships with their physical surroundings. This suggests that an ethnography of lived topographies has to combine the symbolic and the concrete. Basso's example offers specific ways that physical place plays a role in the daily practice of another culture and suggests that an an ethnography of lived topographies cannot simply deal with the physical characteristics of places but must also deal with the moral imagination that persons bring to the sensing of those places. An agenda for further research about place in the field education is presented. (Contains 42 references.) (AEF)

ED 423 864 IR 019 085

Summers, Jerry; Reck, Larry
A Paradigm for Enhancing Course Offerings Using CD-ROM, Interactive Video and E-mail.
PUB DATE- 98
NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division(20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Software Development; Course Evaluation; Courseware; Delivery Systems; *Distance Education; Electronic Mail; Higher Education; Instructional Design; *Interaction; *Interactive Video; *Optical Data Disks; Student Attitudes; Student Motivation; Videotape Recordings
IDENTIFIERS- Access to Computers; Asynchronous Learning Networks; *Learning Environments

This study explored asynchronous delivery modalities in a

ED 423 881 IR 019 114

Wisconsin's Model Academic Standards for Information and Technology Literacy. Bulletin No. 90002.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Communication Skills; Community Involvement; Computer Attitudes; *Computer Literacy; Critical Thinking; *Educational Objectives; Educational Technology; *Elementary Secondary Education; Information Processing; Productivity; *State Programs; Teamwork
IDENTIFIERS- Computer Use; *Wisconsin

This publication defines academic standards and describes the development, adoption, and use of Wisconsin's Model Academic Standards, as well benefits of academic standards and application of the standards across the curriculum. The five categories that applications fall into include: (1) application of the basics; (2) ability to think; (3) skill in communication; (4) production of quality work; and (5) connections with community. The information and technology literacy standards are grouped into four categories or content standards specifying what a student should know and be able to do. The first two content standards focus on technology use and information processing skills; the latter two build upon these by adding performance standards that deal with attitudes, appreciation, independent learning, teamwork skills, and personal and social responsibility. The four content standards are: media and technology; information and inquiry; independent learning; and the learning community. Each content standard is followed by performance standards that tell how students will show that they are meeting the content standard. Each performance standard includes a number of indicators that detail how students will demonstrate proficiency in a particular area. (Contains a glossary.) (AEF)

ED 423 882 IR 019 115

CNN Newsroom Classroom Guides. September 1998.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: the reaction of world markets to Russia's Duma rejection of Viktor Chernomyrdin as prime minister, the Dow Jones Industrial Average rebounds after

ED 423 901 IR 057 203

Breno, Patricia M.
Impact of OhioLINK Resource Sharing Options on the Workload of the Interlibrary Loan Department at the University of Toledo, Carlson Library.
PUB DATE- 98
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Databases; *Document Delivery; Electronic Journals; Electronic Libraries; Higher Education; Information Retrieval; Information Technology; Integrated Library Systems; *Interlibrary Loans; Library Automation; Library Circulation; Library Cooperation; *Library Networks; Library Research; *Library Services; Postsecondary Education; *Shared Library Resources; Statistical Analysis; Tables (Data); Technological Advancement; Use Studies
IDENTIFIERS- Impact; *OhioLINK; Partnerships in Library Services; Research Results; University of Toledo OH; *Workload

This paper reports on a research project that evaluates the impact of OhioLINK's resource sharing options upon traditional interlibrary loan services and organization. This impact is documented by a study of the interlibrary loan transactions processed by the Interlibrary Loan Department, Carlson Library, University of Toledo, before and after OhioLINK membership. Statistics were tracked over 9 years. Specific issues addressed are number of requests processed; total number of loans compared to total number of photocopy requests processed; total number of transactions between OhioLINK member libraries and non-OhioLINK member libraries; and the type of library generating and filing transactions. Analysis of the data revealed that the total number of requests processed has not decreased significantly. While decreases were noticed in tracking the requests processed, it is clear that OhioLINK's resource sharing options have not eliminated or lessened the workflow of the Interlibrary Loan Departments at the Carlson Library, University of Toledo. Contains 14 tables of data. (Author/DLS)

ED 423 902 IR 057 204

Black, Barbara A.
Outreach Services for Older Adults at the Wadsworth Public Library.
PUB DATE- 98
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Bookmobiles; Information Dissemination; *Library Extension; Library Planning; Library Research; *Library Services; *Older Adults; *Outreach Programs; *Public Libraries; Questionnaires; Reading Interests; Use Studies; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Library Attitudes; *Library Public Services; Research Results; *Wadsworth Public Library OH

ED 423 921 JC 980 386

Henry, Thomas C.
Out-of-State District Site Report, 1995-96 Biennium Baseline Data.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Administration; *Community Colleges; *Educational Finance; *Enrollment; Institutional Evaluation; Outreach Programs; School Location; *Site Analysis; Statistical Data; Tables (Data); Two Year Colleges
IDENTIFIERS- Wyoming Community College System

This report is the first of several accounts reviewing the Phase II Study, including data on the Outreach Center Network formed by the Wyoming Community College System to provide services to counties without colleges. An Outreach Report Task Force was formed to consider the philosophical and practical aspects involved in assessing out-of-district site operations. A summary provides information about the colleges' out-of-district sites, and covers a two-year period. Data is included on enrollment, employees, fiscal measures, and student fees. In the conclusion, a summary block shows that out-of-district sites produce 42% of the credit headcount enrollment and 12% of the FTE production while consuming 9% of the expenditures. Recommendations from the commission staff include the following: (1) that the Out-of-District Sites Survey be conducted every two years in conjunction with the close of each biennium; (2) that student outcomes assessment and fee data be incorporated as available; (3) that reports be completed by certain stated dates; and (4) that improvement be done according to provisions of Chapter 4 of Commission Rules. (AS)

ED 423 922 JC 980 402

Chang, Vivian
Policy Development for Distance Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Community Colleges; *Distance Education; *Educational Finance; *Educational Policy; Educational Resources; *Educational Technology; *Technological Advancement
IDENTIFIERS- ERIC Digests

This digest presents a discussion of key policy issues confronting higher education in the age of distance learning, and discusses implications for the community college. Existing educational practices cannot accommodate distance education without corresponding shifts in the fundamental views of teaching and learning as well as in state, federal, and institutional policies. Policy issues include campus leaders' priorities for implementing distance education methods, as well as faculty acceptance and participation, especially regarding

ED 423 942 JC 980 448

Hamilton, John M.
Recruitment and Retention of Minorities at a Two-Year Public College from 1993 to 1998.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Demography; Educational Change; *Enrollment; Ethnicity; Longitudinal Studies; *Minority Groups; Public Colleges; *Racial Composition; School Holding Power; *Student Recruitment; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Gainesville College GA

This paper on recruiting and retaining minorities details the difficulties and successes of Gainesville College (Georgia) to induct and retain minorities from 1993 to 1998. During this five-year period, Black enrollment at the college decreased by 9.1% (from 84 to 77), while Hispanic and Asian enrollments increased by 61.2% (26 to 67) and 35.7% (27 to 42), respectively. Overall, White non-Hispanics accounted for 92.2% of the total enrollment in the fall of 1998, in contrast to 91.8% in fall 1997 and 93.7% in fall 1993. The minority population as a whole decreased slightly from 8.2% in fall 1997 to 7.8% in fall 1998. Included are summaries of changes in minority student enrollment, racial and ethnic distribution of the ten-county service area, recruitment and retention strategies for minority students, changes in graduation rates of minority students, and plans for improvement. The paper also details the racial and ethnic demographics of the college's service area, including K-12 enrollments, and the percentage of high school graduates with college-preparatory diplomas. Appended are various tables of data describing racial and ethnic percentages in various cohorts. (AS)

ED 423 943 JC 980 449

Follow-Up Study of Fiscal Year 1997 Occupational Program Graduates, 1998.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Education Work Relationship; *Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Program Evaluation; Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- Illinois Community College Board

This report provides information from graduates of selected occupational programs regarding the effectiveness of their Illinois community college experience. The study surveyed a pool of 2,190 occupational program graduates, which yielded a usable response rate of 58.6%. The majority of graduate respondents (64.5%) came from programs in four primary areas: accounting; precision metal work; heating, air conditioning and refrigeration mechanics and repair; and mechanical engineering-related technologies. Part 1 consists of a statewide analysis

ED 423 961 PS 026 807

Dowd, Thomas P.
Proactive Aggression: Teaching Self-Control to Children Who Use Aggression to Get Their Needs Met. Boys Town National Family Home Program Informational Series, Volume No. 105.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; Behavior Change; Behavior Problems; Change Strategies; Child Rearing; *Children; Discipline; Interpersonal Competence; Moral Values; *Parent Child Relationship; Parent Materials; *Parenting Skills; *Self Control; Values Education
IDENTIFIERS- Authoritative Parenting; Parenting Styles; Permissiveness

This Boys' Town guide for parents focuses on proactive aggression, how to recognize it, and how to deal with it. The guide differentiates proactive and reactive aggression, describes potential causes, and presents suggestions for eliminating inappropriate behavior. One parent-child scenario is described in which unwitting parents with the best of intentions teach the child proactive aggression. Eight suggestions are presented to deal with this and similar situations: (1) focus on positive behaviors, de-emphasize the negative; (2) use effective praise, including giving a rationale, describing the appropriate behavior, and giving a positive consequence; (3) use planned ignoring, being prepared for outbursts; (4) use time-out; (5) use active teaching, not just talking; (6) use corrective teaching by stopping the problem behavior, giving a consequence, providing an other-centered rationale, describing the desired behavior, and practicing the desired behavior; (7) focus on self-respect rather than self-esteem; and (8) use effective communication methods. (KB)

ED 423 962 PS 026 859

Alvarado, Cecelia
If Leadership Was Everyone's Domain. Working Papers.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Qualifications; Administrators; Child Caregivers; Credentials; *Day Care; *Early Childhood Education; Leaders; *Leadership; Leadership Qualities; Leadership Responsibility; Leadership Training; Professional Development
IDENTIFIERS- Diversity (Groups)

"Taking the Lead: Investing in Early Childhood Leadership for the 21st Century" is an initiative to support quality in early childhood programs by promoting director credentialing and leadership development in the early care and education field. In developing its two initiatives, "Experiments in Director Credentialing" and "Emerging Leaders Experiments," Taking the Lead created a framework to define and examine issues around

ED 423 980 PS 026 907

Tweedie, Pat
Beginning Child Care Fact Sheets.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Caregiver Child Relationship; Children; *Day Care; Early Childhood Education; *Parent Materials; Parent Role; *Readiness; *Transitional Programs

These six fact sheets from Child Care Aware are designed to help parents ease their children's transition to child care. The first fact sheet, "Before Your Child's First Day," discusses tips such as: (1) "prepare your child"; (2) read and look at picture books about child care; and (3) "prepare yourself." The second fact sheet, "First Day Tips," offers these tips: (1) plan to spend extra time; (2) plan to stay a while the first several mornings; (3) "plan shorter days for your child to be away from you"; (4) "call if you will be late picking up your child"; (5) try not to be in a rush to go home; and (6) things to remember to take on the first day. The third fact sheet, "Introducing Your Child to the Child Care Provider," suggests: (1) "take your child to visit the new provider"; (2) "invite the new provider to your home"; (3) "spend time in your child's classroom"; and (4) activities especially for children under age 3. The fourth fact sheet, "Helping Your Child Adjust to Child Care," offers this advice: (1) "your child may take several weeks to feel comfortable at a new child care place"; (2) "if your child is between 6 and 12 months old, he or she may begin to cry when you leave"; (3) some children refuse to eat or nap at first; (4) "try not to make any major changes in your child's life"; and (5) ask other parents how they helped their children become used to child care. The fifth fact sheet, "Choosing Someone to Care for Your Child at Home," offers tips such as (1) "choose a person with whom you can talk easily"; (2) "choose a provider who understands and loves your child"; and (3) "choose a provider who keeps your child clean and comfortable". The sixth fact sheet, "When Friends or Relatives Care for Your Child," offers advice such as: (1) "be sure your friend or relative really wants to care for your child"; and (2) "choose a friend or relative with the same good qualities that you would look for in any other kind of child care". Each fact sheet contains suggested readings and references. (EV)

ED 423 981 PS 026 911

Holliday, Albert E., Ed.; Holliday, Joan M., Ed.
The Journal of Educational Relations, 1997.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrators; Advocacy; Citizenship Education; Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; *Family School Relationship; Financial Support; Instruction; Interprofessional Relationship;

ED 423 998 PS 026 953

Sciarra, Dorothy June; Dorsey, Anne G.
Developing and Administering a Child Care Center. Fourth Edition.
PUB DATE- 98
NOTE- 502p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); *Administrator Responsibility; Administrator Role; *Administrators; Budgeting; Child Care Occupations; Day Care; *Day Care Centers; Early Childhood Education; Educational Facilities Planning; Family School Relationship; Financial Support; Institutional Evaluation; Interpersonal Competence; Personnel Management; *Program Administration; School Community Relationship; Staff Development; *Teacher Education

Effective administration skills are not sufficient for effective program operation unless they are combined with good interpersonal communication skills. Presenting administration information within an interpersonal framework, this guide for early childhood education students details the director's responsibilities for starting a child care center and maintaining an ongoing program. The guide addresses a number of timely issues for the year 2000 and beyond, including use of computers for handling administrative matters, and ideas for dealing with unusual emergencies such as allegations of child abuse at the center or use of weapons by visitors. The chapters are: (1) "Developing Interpersonal Relationships," covering creating a positive climate and motivating staff; (2) "Assessing Community Need and Establishing a Program," including program philosophy and types of programs; (3) "Licensing and Certifying," covering accreditation and credentialing; (4) "Establishing and Working with a Board," including Board duties and board communication; (5) "Handling Income and Expenses," including preparing a budget; (6) "Funding the Program," including types of funding needed; (7) "Developing a Center Facility," including analyzing space requirements and working with other professionals; (8) "Equipping the Center," including working within a budget and ordering equipment; (9) "Staffing the Center," including designing personnel policies and orienting employees; (10) "Publicizing the Center and Selecting the Children," including admission of children with disabilities; (11) "Grouping and Enrolling the Children," including confidentiality and inclusion of special needs children; (12) "Managing the Food and Health and Safety Programs," including menu planning and health records for children and staff; (13) "Evaluating Center Components," including evaluators and evaluation principles; (14) "Providing for Personal and Professional Staff Development," including supervision and assessing staff problems; (15) "Working with Parents, Volunteers, and the Community," including preparing a parent handbook; and (16) "The Working Director," including administrative styles and roles and management tools. Each chapter includes a summary section with early childhood education class assignments and exercises and working papers on the topic. Three appendices present partial lists of: sources of early childhood materials, equipment, and supplies; professional organizations and information sources; and periodicals and media. The guide

ED 424 016 PS 026 987

Supporting Family Learning. Training Guides for the Head Start Learning Community.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

PUB DATE- 96

NOTE- 167p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Family Environment; *Family Influence; *Family Involvement; Family Life; *Family Role; *High Risk Students; Parent Participation; Parents As Teachers; Preschool Children; Preschool Education; Resource Materials; *Staff Development; Training Methods; Workshops

IDENTIFIERS- Family Support; *Project Head Start

Intended for use in training staff concerned with building bridges between the family learning environment and Head Start, this guide broadens the idea of "parents as teachers" beyond the instructional role parents play, by looking at the entire family learning environment. Following an introductory section, the guide presents four training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module one, "Parents Are First Teachers," describes factors affecting children's learning, ways that parents support learning, and how parental beliefs affect how and what children learn. Module two, "Observing Family Learning," describes everyday experiences that contribute to learning, observation techniques to identify elements of supportive family learning environments, and approaches to promoting thinking and learning. Module three, "Supporting Family Learning Goals," describes how to use observation to individualize services and how to use home visits and conferences to support family learning. Module four, "Advocating for Quality Care," identifies factors associated with quality in a child care setting, critically evaluating children's learning environments, and matching family needs and preferences to quality services. The final sections of the guide contain suggested activities and sources for supplemental information that can assist participants in extending learning opportunities. (SD)

ED 424 017 PS 026 995

Emerging Literacy: Linking Social Competence to Learning. Training Guides for the Head Start Learning Community.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

PUB DATE- 97

NOTE- 222p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 996-PS 027 005.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 424 033 PS 027 019

Katz, Lilian G.
Twins in School: What Teachers Should Know. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Behavior; Child Development; Child Psychology; Childhood Needs; Classroom Environment; Elementary Education; *Individual Development; Parent Role; Preschool Education; School Policy; *Sibling Relationship; *Siblings; *Student Placement; Teacher Role; *Twins
IDENTIFIERS- ERIC Digests; Multiple Birth Family

The incidence of multiple births has increased dramatically in the past two decades. Given this trend, it seems reasonable to assume that many teachers will have twins and other multiple siblings in their classes at some point in their classroom careers. This Digest offers some pointers for educators facing the challenges of educating multiples. There are two basic types of twins and other multiples. Identical twins are defined as monozygotic because they are the result of the split of a single fertilized ovum. Dizygotic twins, usually referred to as fraternal twins, are the result of the fertilization of two separate ova, as in other siblings born years apart. One question frequently asked by preschool and elementary teachers is whether the separation of multiples should be encouraged. The Parents of Multiple Births Association provides a list of possible circumstances to be considered when making a decision about separation. Included in this list are questions such as whether the twins' "togetherness" might hinder the social development of one or both. Separation may also be considered if classmates engage in frequent comparisons of the pair, and the comparisons provoke negative feelings in either twin. There is no evidence that twins are more disruptive than non-twins. However, if disruptions do occur and standard procedures for handling disruptive behavior fail to alleviate the pattern, separation might be one course of action to consider. Separation might also be considered if a female twin "over-mothers" her male co-twin. Educators might want to consider how separation will affect twins who are accustomed to helping each other through academic and social predicaments. Twins can be closely observed and evaluated by teachers and parents. In this way, school personnel and parents can address the issue of separation as a team focused on the long-term best interests of the children. (LPP)

ED 424 034 PS 027 020

School Age Care: Creative Solutions for Out-of-School Care. Hearing before the Subcommittee on Children and Families of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, Second Session (March 5, 1998).
PUB DATE- 98
NOTE- 64p.

ED 424 051 RC 021 700

Amesberger, Guenter

Theoretical Considerations of Therapeutic Concepts in Adventure Therapy.

PUB DATE- 98

NOTE- 17p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Experiential Learning; Foreign Countries; *Individual Development; Objectives; *Outdoor Activities; *Therapeutic Environment; Therapy

IDENTIFIERS- *Adventure Therapy; Body Awareness; Environmental Awareness; *Europe; Nature

This paper summarizes European views on adventure therapy and therapeutic outdoor activities. Opening sections list the elements of outdoor adventure education and current trends affecting its development and direction, describe the mission and activities of the European Institute for Outdoor Adventure Education and Experiential Learning, and note social and youth problems in Europe today. Historical views, philosophies, and educational approaches concerning the body and nature are reviewed and related to the practical matter of encouraging outdoor clients to get in touch with their bodies and nature. Various criteria are offered for defining therapeutic outdoor activities and a developed outdoor therapy model. A model of personal development and change is outlined, and the effects of outdoor conditions on therapeutic processes are discussed. Three different types of program objectives are examined: those of the facilitator therapist, the institution or organization, and the client. A case example demonstrates the therapeutic benefits of combining outdoor activities and psychodrama in a social-welfare project for multiply handicapped youth. (Contains 24 references, most in German.) (SV)

ED 424 052 RC 021 701

Crisp, Simon

International Models of Best Practice in Wilderness and Adventure Therapy.

PUB DATE- 98

NOTE- 20p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adventure Education; Client Characteristics (Human Services); Cross Cultural Studies; Definitions; Foreign Countries; *Mental Health Programs; *Outcomes of Treatment; Program Effectiveness; Therapy; Wilderness; *Youth Programs

IDENTIFIERS- *Adventure Therapy; *Program Characteristics

Fourteen wilderness and adventure therapy programs in England, Scotland, the United States, and New Zealand were studied to

ED 424 069 RC 021 718

Thompson, Lorien; [illegible], Tim; Lim, Andrew
Initiation: The Rights of Passage into Young Adulthood.
PUB DATE- 98
NOTE- 8p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adventure Education; Camping; Experiential Learning; Foreign Countries; High School Students; High Schools; Individual Development; *Late Adolescents; Program Development; Symbolism
IDENTIFIERS- Australia; Initiation Rites; *Rites of Passage

This paper describes the development of an outdoor education camp that assists young people in recognizing new responsibilities and celebrating transition into young adulthood. Using the concept of initiation, the camp marked the beginning of a process which involved adolescents in developing an identity as young adults, increasing personal responsibility, and strengthening personal and group support networks. Students entering upper secondary school participated in the "rites of passage," an initiation process which took place during a 5-day camping trip on the southwest coast of Australia. Key components were based on traditional practices and included the role of elders as guides and mentors, the symbolic journey, physical and psychological challenges, the creation of a vision of self and place, responsibility for self and others, support through networks, reintegration into the school community, and the sharing of experiences through school publications. The outdoor education initiation process could be applied to other settings, including work with troubled youth. (SAS)

ED 424 070 RC 021 719

Adams, Allan; Sveen, Robert L.; Denholm, Carey J.
The Aftermath of the Port Arthur Incident: The Response by Project Hahn to Adolescent Needs.
PUB DATE- 98
NOTE- 8p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Adventure Education; *At Risk Persons; Crisis Intervention; Foreign Countries; *Group Counseling; *Posttraumatic Stress Disorder; Psychological Needs; Therapeutic Environment; Therapeutic Recreation; Therapy
IDENTIFIERS- *Adventure Therapy; Australia (Tasmania)

This paper provides background information about the Project Hahn adventure-based program and its ongoing involvement with the Port Arthur Recovery Group to assist 42 adolescents directly affected by the murders of 36 people by a lone gunman in Tasmania in 1996. Case studies relate personal, social, and

ED 424 086 SE 060 852

Fameliette, Judy
Science Standards: Making Them Work for You. Grades 3 and 4.
Facilitator's Guide.
PUB DATE- 98
NOTE- 77p.; For versions for primary grades and grades 5-6, see
SE 060 851 and SE 060 853, respectively.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Non-print Media (100)
DESCRIPTORS- Academic Standards; *Classroom Techniques; Cognitive
Style; *Curriculum Development; Elementary Education; Futures
(of Society); Grade 3; Grade 4; Informal Assessment; Learning
Activities; Mathematics Skills; Observation; *Science
Education; Science Experiments; Science Process Skills;
Teaching Methods; Videotape Cassettes; *Workshops
IDENTIFIERS- *National Science Education Standards

This facilitator's guide, and the videotape it accompanies, is designed to demonstrate ways in which the new visions of science education for the 21st century might be translated into classroom practice. The National Research Council's (NRC) National Science Education Standards, American Association for the Advancement of Science (AAAS) Benchmarks for Science Literacy, and other frameworks were used as guides in developing this series. The videotape presents views of real classrooms where science is being taught. Classroom situations are spontaneous and unscripted. The videotape shows how standards actually look in practice in the classroom and how teachers are guiding experiences that enable students to construct understanding and learn science processes. The guide contains information on conducting hands-on workshops including materials lists, materials sources, and handouts. The second video focuses on grades 3 and 4. In one lesson, third grade students observe the behavior of hermit crabs by performing simple experiments planned by the teacher and themselves. In another unit, children test different brands of paper towels to see which one will absorb the most water in 30 seconds. Finally, two hands-on lessons on simple machines engage students in devising their own mechanisms and taking apart familiar household appliances. (PVD)

ED 424 087 SE 060 853

Fameliette, Judy
Science Standards: Making Them Work for You. Grades 5 and 6.
Facilitator's Guide.
PUB DATE- 98
NOTE- 104p.; For versions for primary grades and grades 3-4, see
SE 060 851-852, respectively.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Non-print Media (100)
DESCRIPTORS- Academic Standards; Biological Sciences; *Classroom
Techniques; Cognitive Style; Computer Uses in Education;
*Curriculum Development; Elementary Education; Futures (of
Society); Grade 5; Grade 6; Informal Assessment; Learning

ED 424 109 SE 061 838

Nelson, Thomas G.
School Change and the Introduction of New Content: The Case of Environmental Education.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Curriculum Problems; Discovery Learning; *Educational Change; *Educational History; Educational Principles; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; Learning; Student Interests; Teaching Conditions
IDENTIFIERS- Dewey (John)

Despite many different educational reform efforts, a simple pedagogy is still adhered to: students will learn what they are taught. Schooling is still teacher-centered with lecture and recitation being the practices primarily utilized. At the turn of the century, there were two established educational traditions in place. One tradition believed that schools could take a divided and diverse population and prepare students for participating in a self-governing political community. This tradition assumed a simple pedagogy and paid little attention to the complexities of teaching and learning. The other tradition drew from the Romantics and depicted education as an adventure, of opportunities for learning through solitary experiences often associated with learning about the self in relation to the natural world. Students were their own best teachers. John Dewey suggested that these two traditions could be joined. This paper explores possible barriers to change in education to include more of the second tradition and suggests that reformists might consider the idea of creating a tradition of change. Disciplinary boundaries are temporary and penetrable, and knowledge is undergoing an accelerated rate of change. An interdisciplinary curriculum requires recognition of the interdependence of knowledge and its relevance to the life of the learner. Interdisciplinary content areas such as environmental education could serve as a vehicle, a meaningful context for teaching and learning about all of the disciplines taught in schools. (Contains 11 references.) (PVD)

ED 424 110 SE 061 839

Wilkinson, R. Keith
Employment of Scientists and Engineers Reaches 3.2 Million in 1995. Science Resources Studies Division Data Brief.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Development; *Employment Patterns; *Employment Statistics; *Engineering Education; *Engineers; Higher Education; *Science Education; Scientific Research; *Scientists; Tables (Data)
IDENTIFIERS- National Science Foundation

This data brief focuses on statistics related to employment of scientists and engineers in 1995. The data is presented in four charts that provide information on: (1) the number of employed

ED 424 137   SO 028 542

The European Dimension in Education. Thematic Bibliography No. 11/96.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Comparative Education; Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; *International Cooperation; Politics of Education; *School Community Relationship
IDENTIFIERS- Europe; *European Community

This booklet provides a selection of the publications on the "European Dimension in Education" included in the documentary archives of the Eurydice Euronean Unit. "European dimension" addresses those documents dealing with educational initiatives whose aim is to promote the European dimension in schools in the context of compulsory education. Only documents published since 1990 are included and generally are published by a European body, an Education Ministry, or a quasi-governmental organization. The two initiatives addressed in this issue include: (1) the network of training institutions (RIF) supported by the European Commission and under which were developed a series of teaching aids, studies, and reports in the 16 sub-networks involving teacher training institutions, universities, and other higher education establishments; and (2) the pilot action in Multi-Lateral School Partnerships (MSP) developed jointly between the European Commission and the Member States with the aim to support the establishment of 40 multilateral school partnerships involving some 100 schools working together as projects devoted to multidisciplinary European education. The documents are classified as: (1) official documents; (2) teacher training and trainers; (3) training of school heads; (4) cooperation, mobility and exchanges; (5) teaching material; (6) reference books and other resources; and (7) official education documents published by national authorities. (EH)

ED 424 138   SO 028 575

Lang, Sean
History without Frontiers: A Practical Guide to International History Projects in Schools in Europe.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Curriculum Enrichment; Curriculum Guides; Elementary Secondary Education; Foreign Countries; *International Cooperation; *World History
IDENTIFIERS- Europe

This guide presents a wide cross-section of approaches, experiences, and ideas for a useful starting point for those thinking of establishing an international initiative in history teaching. This guide grew out of a meeting of representatives of innovative history projects in the Council of Europe. The projects identified offer approaches to teaching history in

ED 424 163 SO 029 [illegible]

Hitchens, Marilynn; Roupp, Heidi
Aspen World History Handbook II: New Research and Lesser Known Tales, Habits of Mind, Lessons and Assessments.
PUB DATE- 97
NOTE- [illegible]p.; A product of the Aspen World History Institute (Aspen, CO, July 14-21, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Global Education; Multicultural Education; *Non Western Civilization; Peace; Social Studies; *Western Civilization; *World History; World Problems

This handbook is the product of a second world history institute held in Aspen, Colorado in 1996. Intended to supplement the first handbook, this production focuses on many lesser-known areas of histories of the world that remain either unexamined, ignored, or not yet included into the story of world history. Second, habits of mind peculiar to world history had yet to be properly identified and integrated into world history scholarship and teaching. Both world history scholarship and teaching had appeared to be mired in analytical frameworks and habits of thinking more appropriate to western civilization than world history. Finally, assessment mechanisms appropriate to world history seemed lacking, especially considering debate over history standards and their assessment. This document is devoted to improve world history in the above areas. (RJC)

ED 424 164 SO 029 264

Rudin, Claire, Comp.
Children's Books about the Holocaust. A Selective Annotated Bibliography.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; *Anti Semitism; Biographies; *Childrens Literature; Elementary Secondary Education; European History; Foreign Countries; Ghettos; History; *Jews; Minority Groups; Modern History; Personal Narratives; Social Studies; *World War II
IDENTIFIERS- Europe; *Holocaust

This document describes what reading should be in a Holocaust library for children. Considering the graphic and violent events of the Holocaust, this list of books for children presents the Holocaust in a way that satisfies the need for some gentleness of treatment, while still engaging interest and presenting facts accurately, to provide a list with some diversity of subject and variety of genre. The intent of this list is to provide a selection of books that include the description of events and individuals in historical perspective and from the perspective of those who imagined them. The scope of the subject matter includes such topics as anti-Semitism; Jewish life in Europe before the Holocaust; events preceding, during, and following the war; Germany and Nazism; world-wide reactions to events; resistance and rescue; individual

ED 424 185 SO 029 533

[illegible]
War: What Is It Good For? Peace Education in the Classroom: A School Curriculum.
PUB DATE- 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; Critical Thinking; Decision Making; Elementary Secondary Education; Global Education; *Peace; Problem Solving; Prosocial Behavior; Social Studies; *War
IDENTIFIERS- *Peace Education

This unit of materials focuses on understanding conflict, individually and in the social extreme of war. The unit's purpose is to examine the underlying primary factors that create conflict in relationships and explore alternatives for resolution. The 20 lessons include: (1) "The Beginner's Eye"; (2) "Discovering the Wise Master"; (3) "Our Old Brain: Its Fight for Survival"; (4) "I Am What I Think"; (5) "Survival Begins in my Mind"; (6) "Do I Fight or Do I Run?"; (7) "I'll Join a Group!"; (8) "My Group Knows Best!"; (9) "The Enemy: Someone Who's Different"; (10) "The Hero: Someone We Want to Be"; (11) "The Bully: A Person with Problems"; (12) "Fear: The Only Enemy We Have"; (13) "Respect: The Act the Conquers Fear"; (14) "The Real Source of Power"; (15) "Does Your Brain Know Who You Are?"; (16) "The Military Is a Way of Life"; (17) "Can Peace Be a Way of Life?"; (18) "The Challenge: Going Beyond Conflict"; (19) "Our New Brain: It Wants a Peaceful World"; and (20) "Peace Can Happen in an Instant." The lessons are designed to provide procedures and materials needed, along with suggestions for additional activities to supplement the presentation. Lessons allow flexibility for individual settings. (EH)

ED 424 186 SO 029 534

Jacobo, Joe E.
A New Need for Developing Successful Fine Arts Program Evaluations.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Elementary Secondary Education; *Evaluation; *Fine Arts; Program Evaluation

This paper examines the role of fine arts education in the school curriculum and advocates the necessity to arrive at a definition of accountability of program effectiveness. The document cites the many advantages students gain from participation in a fine arts program and speaks of the interdisciplinary nature of the arts. The paper discusses the need for strong educational leadership and advocacy of the arts program on the part of the principal. (EH)

ED 424 187 SO 029 538

ED 424 204 SP 038 170

Ebert, Christine L.; Risacher, Billie F.
"Alternative Pathways to Teaching"--An Investigation of the Factors That Influence the Acquisition of Pedagogical Content Knowledge for Traditional and Non-Traditional Teachers.
PUB DATE- 96
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Students; Higher Education; *Knowledge Base for Teaching; Mathematics Education; *Mathematics Teachers; *Pedagogical Content Knowledge; Preservice Teacher Education; Prior Learning; Secondary Education; *Student Teacher Attitudes; Student Teachers; Teacher Certification
IDENTIFIERS- Teacher Knowledge

This study examined factors that influenced the acquisition of pedagogical content knowledge for two groups of prospective secondary mathematics teachers (undergraduate mathematics majors and post-graduate scientists and engineers seeking mathematics certification) in the content domain of functions and graphs. Both groups, enrolled in a one-semester methods course, were assessed on a wide variety of tasks designed to investigate the acquisition of pedagogical content knowledge. Participants also completed a beliefs scale as the course commenced. The primary objective of the study was to document evidence of their subject-matter knowledge; their beliefs about learners, learning mathematics, and mathematics; and how their knowledge and beliefs influenced their instructional practices. The results suggested that subject-matter knowledge and beliefs among both groups were very similar. Results also indicated that the complex endeavor of acquiring pedagogical content knowledge was significantly influenced by the content knowledge and the belief structures that prospective teachers held when entering the methods class. An appendix contains the tasks that participants completed. (Contains 36 references.) (SM)

ED 424 205 SP 038 171

Wallace, Barbara, Ed.; Braunger, Jane, Ed.
Teacher Stories of Curriculum Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Curriculum Development; Diversity (Student); *Educational Change; Elementary Secondary Education; Modeling (Psychology); Personal Narratives; Reflective Teaching; Self Concept; Student Role; *Teacher Attitudes; Teacher Collaboration; *Teaching Experience; Time Factors (Learning)
IDENTIFIERS- Reflective Thinking; Story Themes; Story Writing; United States (Northwest)

This report presents stories, written by teachers in the northwestern United States, about their experiences with

ED 424 222 SP 038 191

Johnston, Christine A.
Let Me Learn.
PUB DATE- 98
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Cognitive Style; *Diversity (Student); Elementary Secondary Education; Listening Skills; *Student Participation; Students; *Teacher Expectations of Students; Teacher Student Relationship; Teachers
IDENTIFIERS- *Voice (Rhetoric)

This book describes an approach to enhancing student learning by being fully aware of each students' interactive learning patterns. The book explains how differences experienced in the classroom between learners and lessons are frequently due to the learner's inability to see the lesson's relevance, significance, or value. The book helps teachers create listening environments in which they can hear the learner's voice, understand the learner, and facilitate the learner's success. It describes how to listen and respond to the learner's voice, explaining how to apply research about learning styles, brain science, and multiple intelligences in the classroom. The book includes the Learning Combination Inventory, designed to help teachers assess, understand, and work with students' different learning styles. It also includes answer sheets, scoring forms, and instructions for translating findings into lessons that work for every student in every classroom. Each chapter begins with a provocative thought or question to focus the reader. Many authoring voices are used (researcher-teacher, teacher, school administrator, and curriculum specialist). Part 1 highlights the importance of listening to the voices of learners as they explain how learning works for them. Part 2 presents the experiences of various educators who took seriously the voice of the learner and developed effective professional behaviors in response. Part 3 examines the broader implications of making the commitment and using the "Let Me Learn" process. (SM)

ED 424 223 SP 038 192

A Review of Professional Development Schools in Maryland. 1995-1997 Report.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; *Teacher Certification; Teachers
IDENTIFIERS- *Maryland

For 3 years, the State Teacher Education Council (STEC) has studied Maryland's Professional Development Schools (PDSs) movement, first from a theoretical framework and then from an operational perspective, through a series of site visits. This report includes information from the study. Section 1, "Overview of the Collaborations," describes each PDS at the

ED 424 242 TM 029 069

Kellerman, Henry; Burry, Anthony
Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report. Third Edition.
PUB DATE- 97
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Diagnostic Tests; Higher Education; *Intelligence Tests; Mental Disorders; *Personality Measures; Prognostic Tests; Psychological Characteristics; *Psychological Testing; Psychologists; *Research Reports; Tables (Data); *Technical Writing; Test Construction
IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders; *Reality Testing

This handbook offers psychology students, as well as professional psychologists, a central resource for the construction and organization of psychological test reports. It aims to help the reader conceptualize the theory of psychological report development by examining the integration of the concepts and data of personality analysis and the logic of communicating psychological reports effectively. This edition covers newer elements in the development of psychological nomenclature, including new interest in borderline and narcissistic personalities, the latest revision of the "Diagnostic and Statistical Manual of Mental Disorders," and references to the latest versions of the classic intelligence tests for children and adults. References to special issues such as bilingual education, cultural differences, and social change have also been added. The following chapters are included: (1) "The Referral"; (2) "Sections of the Psychodiagnostic Report"; (3) "The Clinical Interview"; (4) "Reality Testing and Cognitive Functioning: Psychosis"; (5) "Reality Testing and Cognitive Functioning: Personality Disorders and Neuroses"; (6) "Intellectual Functioning: The I.Q. Analysis"; (7) "Intellectual Functioning: Subtest and Scatter Analysis"; (8) "The Nature of Anxiety"; (9) "Impulse versus Control: The Vicissitudes of Impulse"; (10) "Impulse versus Control: The Nature of Control Mechanisms"; (11) "Defensive Structure"; (12) "Interpersonal Behavior: Identity"; (13) "Interpersonal Behavior: Character Diagnosis"; (14) "Diagnosis and Prognosis: Diagnostic Principles"; (15) "Diagnosis and Prognosis: Diagnostic Nosology"; (16) "Intelligence Test Reports for Counselors, Teachers, and Parents and Testing of Preschoolers"; and (17) "Coda: Overcoming Impasses in Report Writing." (Contains 21 tables and 62 references.) (SLD)

ED 424 243 TM 029 070

Silberman, Mel
Active Learning: 101 Strategies To Teach Any Subject.
PUB DATE- 96
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

ED 424 261 TM 029 134

Sharkey, Suzanne A.
Project YES! Pilot Program. Publication Number 97.13.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; *Curriculum; *Drug Use; Elementary School Students; Elementary Schools; Hispanic Americans; Intermediate Grades; *Juvenile Gangs; Limited English Speaking; Middle Schools; Police; *Prevention; Program Effectiveness; Program Evaluation; Student Attitudes; *Violence
IDENTIFIERS- *Austin Independent School District TX; Middle School Students

Project YES! (Yes to Education and Skills) is a gang violence and drug prevention curriculum created in part from funding from the California Governor's Office of Criminal Justice Planning. It has been implemented in California schools since 1991, and was introduced to the Austin Independent School District (AISD) in 1998. The program, which is delivered primarily by law enforcement officers, can also be taught by classroom teachers or others as a stand-alone program or as part of a school's core curriculum. In Austin, the 5-week stand-alone curriculum was taught by police officers to five fourth-grade classes and three sixth-grade classes from five elementary schools and three middle schools. Most of the participating students were Hispanic Americans, and most were from low-income families. A large percentage (46% of the middle school students) were special education students, and one-fifth of the middle school students were of limited English proficiency. With the exception of the discipline rates for the semester in which the program was given, which were higher for students in the program, academic and behavioral data showed only small differences between the program participants and all AISD middle school students and elementary school students. Pretest and posttest data about student attitude changes were available only from the middle schools and one elementary school, and they showed only two significant attitude changes. The police officers who administered the program thought that there were many positive aspects of the program, among which was an improved attitude toward the police on the part of the students. Officers made a number of suggestions for program improvement, including expanding it to all AISD middle schools. They also thought that the effectiveness of the curriculum would be enhanced if it became part of the core curriculum. The long-term impact of Project YES! has not been definitively established, but it may become a viable method of addressing the problems of gangs and violence. (Contains one figure and two tables.) (SLD)

ED 424 262 TM 029 135

Schiel, Jeff
Academic Benefits in High School of an Intensive Summer Program for Academically Talented Seventh Graders. ACT Research Report Series 98-4.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

ED 424 279 TM 029 159

Urdan, Tim; Davis, Heather
Differences by Race and Grade Level in Motivation for Taking Standardized Achievement Tests.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Bi-annual Meeting of the Society for Research on Adolescence (San Diego, CA, February 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Black Students; Elementary Education; *Elementary School Students; Grade 5; Grade 8; Instructional Program Divisions; *Racial Differences; *Standardized Tests; Student Attitudes; *Student Motivation; Test Anxiety; Test Results; Validity
IDENTIFIERS- African Americans; Iowa Tests of Basic Skills

Students' attitudes and preparation practices regarding standardized tests were studied with students from one elementary school and two middle schools in Atlanta (Georgia). There were 111 fifth graders (35 African American and 76 European American) and 274 eighth graders (204 African American and 70 European American). Students completed a survey about motivational factors and test preparation the week before taking the Iowa Tests of Basic Skills (ITBS). Eighth graders perceived the tests as less valid, and they prepared less for the tests and expected to do less well than did the fifth graders. Fifth graders were more anxious, but racial differences were not found for anxiety. There was a negative relationship for African American students between performance on the ITBS and believing that test scores reflected intelligence, but no such relationship was found for European American students. In addition, there was no relationship between thinking the test was important and test scores among African American students, but this relationship was positive for European American students. Differences by race and grade level suggest that there may be more to how students do on the tests than what they learn in school. (Contains 1 table, 3 figures, and 28 references.) (SLD)

ED 424 280 TM 029 160

Burton, Mary; Parks, Stephen
Intensive Time Out Program Evaluation.
SPONS. AGENCY- New Brunswick Youth Treat Program, Moncton.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Communication (Thought Transfer); *Discipline; Elementary Education; *Elementary School Students; Foreign Countries; Program Effectiveness; Program Evaluation; Teacher Education; *Timeout; Training
IDENTIFIERS- *New Brunswick

The New Brunswick (Canada) Youth Treatment Program is a community-based intervention strategy for conduct disordered youth in New Brunswick. The Program's Intensive Time Out (ITO) is a strategy to eliminate unacceptable behaviors. It is recommended within the school setting for children from 6 to 11 years of age, and

Student Characteristics; Tables (Data); *Teleconferencing; Undergraduate Students
IDENTIFIERS- Face to Face Communication

The purpose of this study was to examine the differential effects of computer conferencing on expository writing for undergraduate students (n=109) of seven intelligence types (linguistic, logical/mathematical, spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal). Students were assigned to four treatment groups that provided controlled exposure to a writing-prompt: i.e., unstructured exposure, computer conferencing, face-to-face discussion, and computer conferencing combined with face-to-face discussion. Following treatment, all students wrote an essay on the writing-prompt. MANOVA (multivariate analysis of variance) indicated that participation in computer conferencing did not significantly improve scores on essays. However, some interactions between treatments and intelligence type were significant. Results indicated that intelligence type is an important instructional variable when implementing computer conferencing. Four tables present data on: activity in computer conferences by groups; mean scores on multiple intelligence inventory by groups; scores on content, organization, and composition by groups; and MANOVA of scores on content, organization, and overall composition by multiple intelligence. (Author/DLS)

ED 423 831 IR 019 052

Cifuentes, Lauren; Murphy, Karen; Davis, Trina
Cultural Connections: Promoting Self-Esteem, Achievement, and Multicultural Understanding through Distance Learning.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Mediated Communication; Computer Networks; Computer Uses in Education; Cooperative Learning; Cultural Activities; *Cultural Awareness; *Distance Education; Diversity (Student); Instructional Effectiveness; Intercultural Communication; Intermediate Grades; Junior High Schools; Learning Activities; *Multicultural Education; *Self Esteem; Teacher Collaboration; Team Teaching; Teleconferencing
IDENTIFIERS- *Collaborative Learning; Texas

This case study focused on the effects of collaborative activities between two teachers and their students. The authors explored the effectiveness of distance learning for adolescents in promoting self-esteem, achievement, and multicultural understanding. In Cultural Connections, diverse students across Texas collaborated on multicultural activities, which helped them grow in self-esteem, achievement, and multicultural understanding. Student participants were 14 randomly placed eighth-grade students and ten gifted and talented fifth-grade students. This project demonstrated that, in networked classrooms, students can connect with distant others to learn about their perspectives and increase their multicultural understandings. Four overarching themes emerged from the data: growth, empowerment, comfort with technology, and mentorship. In addition, distance technologies can foster team teaching

Research; *Knowledge Level; *Navigation (Information Systems); Predictor Variables; Reader Text Relationship; *Reading Comprehension; Reading Research; Recall (Psychology); *Retention (Psychology); *Student Interests
IDENTIFIERS- Learning Environments; *Text Processing (Reading)

This paper describes a study undertaken to examine how four variables (domain knowledge, topic knowledge, individual interest, and situational interest) impact recall of information from a hypertext environment. Participants in the study were 107 undergraduate and graduate students enrolled in the School of Education at a large northeastern university. Materials for this investigation included: (1) an open-ended assessment of domain knowledge; (2) an assessment of individual interest; (3) an assessment of situational interest; (4) a 150 card hypertext document; (5) a structured recall assessment; and (6) an unstructured recall assessment. Students were first administered the knowledge and interest assessments. Next, students were given an overview and tutorial on the hypertext environment. Students studied the text, then were administered the recall assessments. Multiple regression analyses were performed to analyze the relationships among variables and results. Findings indicated that domain knowledge significantly predicts reading recall. The influence of topic knowledge on reading recall, however, highlighted differential prediction patterns based on the amount of prior topic knowledge the individuals possessed. Neither interest measure significantly predicted reading recall. Hypertext navigation, in conjunction with varying levels of topic knowledge, appeared to impact the amount and type of information recalled. (DLS)

ED 423 848 IR 019 069

MacLeod, Lonny G.; Morrison, Gary R.
Narrative Versus Step-by-Step Instructions for Computer Procedures.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Attitudes; Computer Literacy; Computer Software; *Electronic Mail; *Error Patterns; Higher Education; Individual Instruction; Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; Learning Strategies; Student Attitudes; Student Surveys; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Direction Following; Instructional Format; *Instructions; Narrative Text

This paper describes a study designed to investigate the effectiveness of narrative versus step-by-step instructions for a computer task. The participants in this study were 31 undergraduate education students enrolled in a computer literacy class at the University of Memphis during the Summer 1996 semester; none of the participants had prior knowledge of e-mail. Participants were randomly assigned to one of the two treatment groups and were individually observed as they completed the steps for retrieving, replying, spell checking, and sending e-mail using software on a mainframe computer. After completion of their respective treatments, participants distance education program and investigated a paradigm for enhancing interactivity in distance education using CD-ROM, interactive video, and e-mail. The purposes of the investigation were to: (1) create an asynchronous distance learning environment based in these technologies; (2) build into the program multiple interactive prompts (readiness, conditional, non-linear branching, consequential, and reflective) and delivery techniques (interactive video, textual, and graphic); and (3) evaluate both accessibility and program impact upon student learning and attitudes. A combination of computer programs, CD-ROM, videotapes, and e-mail served as the delivery mechanism for a graduate level course on secondary school curriculum. Due to various computer problems, not all students were online at the beginning of the course. Although they could use the post office to mail their projects to the instructor until they obtained the necessary hardware, some did not take the initiative to do that. Hence, a major problem of this type of distribution mechanism is evident in that it requires personal motivation to complete the course. Most of the students found the course to be successful. (AEF)

ED 423 865   IR 019 086

Summerville, Jennifer B.
The Role of Awareness of Cognitive Style in Hypermedia.
PUB DATE- 98
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Style; *Computer Assisted Instruction; *Field Dependence Independence; Higher Education; *Hypermedia; Individual Differences; Individualized Instruction; *Instructional Design; Instructional Effectiveness; Learning Strategies; Participant Satisfaction; Role; Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- Group Embedded Figures Test (Witkin); HyperCard; *Learning Environments; Student Satisfaction

This study examined variables which may be important in the design of instructional environments adapted to accommodate individual differences. Purposes of the study were: (1) to determine whether matching or mismatching subjects with their tendency toward field dependence or field independence had any effect on achievement in a hypermedia learning environment; (2) to determine whether matching or mismatching subjects with their tendency toward field dependence/independence had any effect on satisfaction; (3) to examine the role of awareness of field dependence/independence and the resulting effect on achievement; (4) to examine the role of awareness of field dependence/independence and the effect on satisfaction; and (5) to explore possible interactions of these variables (awareness of cognitive style, field dependence/independence, and match/mismatch) with cognitive style. Students (n=177) enrolled in instructional technology courses were administered the Group Embedded Figures Test to determine field dependence/independence. Half of the students were made aware of their cognitive style. Participants were taught Hypercard, using a treatment that either matched or mismatched their cognitive style, and were then required to complete their own the previous day's huge sell-off, and investigators look for clues behind the crash of Swissair Flight 111 (September 1-4); investigators locate black box from Swissair Flight 111 and Mark McGwire ties record with 61st homerun, political and economic crises create a sense of panic in Russia, the Independent Council delivers its report on the investigation of President Clinton to the House of Representatives, Ken Starr's report hits the Internet (September 8-11); Former Alabama governor George Wallace dies at age 79 and the White House conducts Starr Report-related damage control, historians analyze George Wallace's political life, the public and pundits disagree over the future of the Clinton presidency, Russia faces a continuing financial crisis and political uncertainty, and Washington remains in turmoil as the debate over the President's conduct continues (September 14-18); videotapes of the President's testimony are released, the nationwide political debate over President Clinton's testimony, the race for Germany's chancellor, continued debate over the President's fate, and the full House of Representatives could vote on the question of impeachment hearings in two weeks (September 21-25); Germany's ousting of Helmut Kohl, progress in Mideast peace process, and Israelis and Palestinians reach agreements on territory and terrorism (September 28-30). (AEF)

ED 423 883 IR 019 116

Borras, Isabel
"Strategy Redundancy" and Its Impact on the Effectiveness of Technology-Enhanced Instruction: A Case Study.
PUB DATE- 98
NOTE- 32p.; Author abstract written in both English and French.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Mediated Communication; *Courseware; Educational Strategies; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Instructional Material Evaluation; Internet; Teacher Education; Teachers
IDENTIFIERS- Authorware; *Instructional Support

This paper reports on a research study which investigated how the implementation of a "strategy redundancy" device, which consisted of the instructor's use of five teaching strategies and their mirroring in five of the features of the webware package, affected the participants' learning outcomes. Participants were eight inservice K-12 teachers and three undergraduate college students involved in a graduate-level course, which followed a traditional classroom-based format but was supported by a webware package developed by the instructor. Qualitative and quantitative data were collected from the following sources: (1) narratives; (2) tabular materials; (3) notes; and (4) testimonials. A causal relationship was found between the "strategy redundancy" device and the course's effectiveness in helping teachers learn to use Internet tools and author six Web projects for use in K-12 education. Three appendices contain a student feedback form; project evaluation criteria; and summaries of course final projects. A table contains the mean quality of the course final projects; and three figures illustrate "strategy redundancy" and learning outcomes, the multiple sources of data, and the Internet tools used in the course. (Contains 35 references.) (DLS)

ED 423 884 IR 019 117

This paper reports on a study conducted to assist the Wadsworth Public Library in future planning and refining of services to older adults especially in library outreach. A questionnaire was distributed to residents (n=350) of one nursing home, four apartment complexes for seniors, one assisted living complex, one senior center, and any patrons already receiving home delivery book service from the outreach librarian. The questionnaire distributed was designed to make the older adults aware of the services now provided by the library; to discover which of those services were being used and why; to be aware of what types of books, video cassettes, and audio cassettes older adults like; to discover how the outreach staff of the library are regarded by the older adults; and to find out what other outreach services the older adults want. The return rate was 18% (68). Findings are discussed and presented in 15 tables. The top fiction preferences for women were: romance, 27%, mystery, 26%; and historical fiction, 23%. The top non-fiction preferences for women were: biography, 20%; history, 18%; and travel, 16%. Top fiction preferences for men were: western fiction, 29%; mystery, 29%; and historical fiction and romance, 19%. The romance was a surprise. The top non-fiction preferences for men were: travel, 24%; fine arts, 12%; and biography, 12%. Two versions of the cover letter and a copy of the three-page questionnaire are appended. Contains 21 references. (Author/DLS)

ED 423 903   IR 057 205

Crowe, Mary
Questions Asked at a Library's Information Desk: What Means Could Be Used To Improve Services?
PUB DATE- 97
NOTE- 42p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Needs; Information Technology; Library Research; *Library Services; Postsecondary Education; *Reference Services; Referral; Technological Advancement; *User Needs (Information)
IDENTIFIERS- *Information Desks; Kent State University OH; Question Types; Questions; *Reference Questions; Research Results

This paper reports on a study that analyses the questions asked and services offered at the information desk in the reference department at the Kent State University main library. A total of 460 questions asked during 52 hours of scheduled time at the information desk in Spring 1997 were categorized. The main types of questions were directional; ready reference; instructional; electronic maintenance; specific subject questions; and involved research questions referred to subject specialists. Data analysis revealed that the majority of questions were directional or instructional in nature, indicating that the information desk is meeting its primary purpose. The largest quantity of instructional questions dealt with use of electronic resources, indicating that the major change in reference services is caused by technological advances in information resources. The quantity of questions requiring referral to other campus departments and buildings revealed the need for additional training of information desk workers. Many directional questions dealt with inquiries about the main location of the periodical collection, showing the need for signs to direct the user to this department. A further ease of use in technological systems. Distance education will more likely be adopted if it is perceived to be compatible with the college's mission and effective from both an academic and cost perspective. Implications for community colleges include solving access and resource challenges, concern over the issues of copyright and intellectual property rights, and the establishment of virtual universities this decade. The digest concludes that, with wider implementation of distance learning, the focus of educational organizations will shift from teaching to learning. Adapting to this shift will require educational organizations to adopt new approaches for defining faculty work and securing funds for new technology. (AS)

ED 423 923 JC 980 405

Gainous, Fred; Romine, Robert J.; Culverhouse, Renee; Dahl, Debbie; Kuzmicic, Jorge
The Alabama State Board of Education...Leadership for the 21st Century. The 1997-98 Chancellor's Special Report.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *College Administration; Community Colleges; Educational Finance; *Educational Improvement; Educational Technology; Enrollment; *Governance; Governing Boards; *Institutional Mission; *State Boards of Education; *Two Year colleges
IDENTIFIERS- *Alabama

In 1998, the Alabama State Board of Education established itself as the sole governing authority for the 2-year colleges under its supervision. In this 1997-98 Chancellor's Special Report, representatives from Alabama's eight districts are introduced by current term, occupation, and highlighted achievements. Responsibilities of the Alabama State Board of Education are listed. The Alabama College System's vision statement, mission statement, goals, and objectives are described, as are changes in the legislative program, such as budgeting requests, appropriate amendments regarding benefits for college system employees, and the adoption of an annual common calendar. Alabama's Workforce 21 is discussed, as well as training programs for business and industry, rapid response training for displaced workers, and new industries in the state. Information on conversion to the semester calendar system, the dual enrollment/dual credit initiative, a revised course directory, and the articulation and general studies initiative is included. Technological advances in the system are noted and include the video network, purchases, and expanded Internet services. Finally, system finances are reviewed. Charts throughout provide statistical information on students by enrollment, gender, age, and residency status. (AS)

ED 423 924 JC 980 416

Boud, Robert E.
Two Essays on the Learning Paradigm.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

of graduate pay rates, unemployment, additional education, and satisfaction with college service, program, and current position. Part 2 provides a program-specific analysis, outlining the following vocations: funeral services and mortuary science; quality control technology; mechanical engineering-related technologies; computer-aided design; home furnishings and equipment installation; library assistance; heating, air conditioning and refrigeration mechanics and repair; drafting, graphics and printing; precision metal work; machine technology; design and applied art; visual communications; medical lab technicians; ophthalmic medicine; accounting; and banking. The Summary and Policy Implications section discusses the following results: (1) unemployment was 5.2%; (2) job satisfaction increased from the 1992 survey; (3) employment percentages increased from the 1992 survey; (4) compared with the 1992 survey, there was greater satisfaction with major program components; and (5) graduates scored college higher than on the 1992 survey. Appended are overview tables for selected occupational programs. (Contains 10 references.) (AS)

ED 423 944 JC 980 450

Levin, Bernard H.
Distance Learning: Technology and Choices.
PUB DATE- 98
NOTE- 9p.; Published in The Newsletter of the Criminal Justice Distance Learning Consortium (CJDLC), Volume 2, November 20, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Community Colleges; *Distance Education; *Educational Change; *Educational Technology; *Instructional Effectiveness; Internet; *Nontraditional Education; Program Implementation; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- Blue Ridge Community College VA

This report examines the choices involved in implementing distance education technology. As colleges and faculties develop distance learning courses, complications arise concerning how to control cheating, how to assure that students follow rules, how faculty loads will be calculated, how students and faculty will be allocated, and whether students are learning effectively. Questions of choice established include: (1) what kind of distance learning should be used (synchronous and asynchronous modalities); (2) how much instructor time will be allocated; (3) criteria against which courses will be assessed; and (4) what software will be used for Web-based courses. The paper also discusses technical resources, the adaptation of policies, cost, faculty roles, and changing goals. A theme underlying much of the discussion about distance learning is whether technology is enhancing or distracting from teaching. After almost a millennium of traditional teaching, there is still debate about what works best in the classroom. Internet-based courses usually take more time, expertise, and money than expected and deliver somewhat less than is intended. Instructors pursuing this mode of teaching should take into consideration the many associated complications. (AS)

ED 423 945 JC 980 451

leadership. Some of the questions contributing to the development of this framework are: (1) What definition of leadership is Taking the Lead using?; (2) Who are the leaders of the early childhood field, who can be leaders, and who should be leaders?; and (3) What competencies/characteristics do effective leaders need? Other issues addressed in the framework are: (1) ambivalence in the early care and education field toward leaders and taking on leadership; and (2) transformation in a field where consensus is slow in coming and disagreement is undesirable. This paper discusses each of these questions and issues, exploring aspects of the leadership dialogue and the transformational leadership that Taking the Lead hopes will be created by its initiatives. Contains 14 references. (EV)

ED 423 963   PS 026 860

Morgan, Gwen
Promising Practices in Director Credentialing.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; Administrator Qualifications; *Administrators; *Certification; *Credentials; *Day Care; *Early Childhood Education; Management Development; Professional Development
IDENTIFIERS- Professionalization

The competence of directors and administrators of children's programs is very important to quality, and efforts that seek to bring directors and administrators more support and help them to develop their competencies are worth examination. This paper begins by briefly discussing "A Preliminary Overview of Director Credentialing Initiatives" compiled by "Taking the Lead: Investing in Early Childhood Leadership for the 21st Century," a national early childhood leadership development initiative designed to build the capacity of the field to increase program quality. This discussion includes mention of "thorny" issues in the development of a credential, including: (1) the amount of training/education required; (2) the levels of the training/education; and (3) an assessment system to determine whether the person should be granted a credential. The remainder of the paper discusses career development versus the credentialist approach to a credential, offering discussion of eight differences between the two approaches and the reasons for The Center for Career Development in Early Care and Education's support for the career development approach. (EV)

ED 423 964   PS 026 872

Collins, Ann; Aber, J. Lawrence; Bernard, Stanley N.
State Welfare Waiver Evaluations: Will They Increase Our Understanding of the Impact of Welfare Reform on Children? Working Paper and Supplement.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Evaluation Methods; Evaluation Research;

Parent Teacher Cooperation; Philanthropic Foundations; Public Relations; *School Administration; *School Community Relationship; Student Attitudes; Teacher Student Relationship; Teachers; Teaching (Occupation)

This document consists of four issues of the "Journal of Educational Relations" published quarterly during 1997, and devoted to promoting student achievement through positive school-home-community relationships. The first issue of this volume reprints papers originally presented at a 1967 conference cosponsored by Project Public Information and Stanford University regarding the proper account of public education. These include: "A Conference-Public Understanding of Education as a Field of Study-1967" (Richard Gray and Dean O'Brien); "Educators Do Not Communicate Well" (Floyd Christian); and "What about Teachers?" (Albert Grey). Articles in the second issue include: "Parent Advocates Can Improve Parent-Teacher Relations" (Patricia Lindauer and others); "What Do Parents Think about Education Reform?"; and "Organize to Seek Out a Variety of Contributors" (Michael Miller). Articles in the third issue include: "The Subversion of Citizenship Education" (David Schimmel) and "A Relationship Challenge for Educators" (Judith Cochran). Articles in the fourth issue include: "The Power of Positive Students" (Joe Amato) and "Foundations--A Source of Alternative Funding" (Phillip Messner and Michael Graham). Each issue also contains a teaching or administrative case study and response, book reviews, and a short summary of a research project related to educational public relations. A new feature is initiated in the fourth issue in which communicators and teachers share insights regarding improvements in school-community relations. (KB)

ED 423 982 PS 026 913

Bremond, Deborrah; Piske, Beth; Scott, Bonnie
Marin City Families First: Implementing a Program To Improve the Lives of Families.
PUB DATE- 97
NOTE- 48p.; For related document, see ED 342 493.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Administrators; Advocacy; At Risk Persons; Case Studies; Counselor Client Relationship; Counselor Role; Counselors; *Family Programs; Family (Sociological Unit); Interprofessional Relationship; Program Descriptions; *Social Services
IDENTIFIERS- California (Marin County); Case Management; Counselor Administrator Relationship; Family Advocacy; *Family Support; Home Based Programs

Marin City Families First (MCFF) is an intervention program providing intensive home-based support and services to at-risk families, through family advocates, to help them stabilize their lives and increase their ability to provide safe, healthy environments for their children. Comprised of case studies of three MCFF families and their family advocates, this document describes the roles of the family advocate and program director and explores the challenges of providing comprehensive support to families and service agencies through MCFF intervention. The first family detailed in this report comprises a couple who are raising their grandchildren because the children's mother has been recently released from jail and is attending a drug recovery program. The second family comprises a single mother with three children who worked with the MCFF program to move concludes with a "Director's Library," listing a variety of publications useful for day care center directors. (HTH)

ED 423 999 PS 026 958

Cohen, Deborah L.
Good Beginnings for All Children: From Brain Research to Action.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.; Danforth Foundation, Clayton, MO.
PUB DATE- 97
NOTE- 35p.; Summary of the National Forum (St. Louis, MO, November 7-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Brain; Child Development; *Cognitive Development; Cognitive Processes; Educational Change; Educational Policy; *Educational Practices; *Language Acquisition; Policy Formation; *Theory Practice Relationship; Young Children
IDENTIFIERS- *Brain Based Learning; *Brain Development; Research Implementation

In November 1997, Washington University and the Parents as Teachers National Center hosted a forum on how to apply neuroscience research to the field of education. The forum focused primarily on language acquisition in young children, which is fundamental to early learning and development and to later school success. The 110 participants included educators, scientists, educational psychologists, legislators and policy makers, education and neuroscience researchers, foundation representatives, superintendents of public instruction, leaders of various education organizations, and representatives of the media. The forum included presentations by leading researchers in the fields of brain research and language development, case studies by leaders of two states and one community that are using innovative approaches to meet the needs of young children and their families, and dialogue among participants on areas of consensus, strategies for action, and topics for further research. This report summarizes the forum's presentations and participants' recommendations. Articles and summaries are grouped in the following areas: (1) "What Do We Know about How the Brain Develops and How Children Learn Language?"; (2) "How Can This Information Best Inform Policy and Practice?"; (3) "Case Studies: Statewide and Communitywide Collaborative Efforts"; (4) "Rob Reiner's 'I Am Your Child Campaign'"; (5) "Points of Commonality and Controversy"; and (6) "Putting It All Together: Challenges and Mandates." (EV)

ED 424 000 PS 026 960

Heath, Harriet
Choosing Parenting Curricula Based on the Strengths, Interests, and Preferences of the Parents Who Will Use Them.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum; *Individual Differences; *Parent Background; *Parent Education; *Parent Materials; Parents;

DESCRIPTORS- *Beginning Reading; *Emergent Literacy; *High Risk Students; *Interpersonal Competence; *Language Acquisition; Literacy Education; Preschool Children; Preschool Education; *Reading Skills; Resource Materials; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

Defining literacy development as a continuous process that has its roots in the home, this training guide is intended to enhance the skills of Head Start staff in collaborating with families to support the development of children's language skills. The guide also describes the emerging literacy for children from birth through the preschool years. Following an introductory section, the guide presents four training modules. Each module details expected outcomes, key concepts, background information, learning activities and next steps. Handouts are included for each module. Module One, "Emerging Literacy: Supporting a Natural Process," provides an overview of emerging literacy. Module Two, "From Cooing to Talking: Partners in Conversation," enhances staff ability to listen and respond to children, engage them, and encourage their use of listening and speaking skills. Module Three, "The Magic World of Reading: Opening Doors for Children," helps staff improve their skills in enhancing children's enjoyment and understanding of books. Module Four, "Setting the Stage for Literacy Explorations," allows staff to create literacy-rich environments in Head Start settings and promote literacy exploration through the environment and activities related to children's interests. The final sections of the guide include a continuing professional development section which suggests activities to enhance skills developed through this guide, and a resource section which offers more information concerning topics covered in the guide. (SD)

ED 424 018 PS 026 996

Individualizing: A Plan for Success. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 164p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Curriculum Development; Family Involvement; *High Risk Students; *Individual Instruction; Individual Needs; *Individualized Instruction; *Individualized Programs; Partnerships in Education; Preschool Children; Preschool Education; Resource Materials; Staff Development; Student Needs; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

This guide is intended for use in training Head Start staff working with families to plan and implement the program's curriculum through an individualized child development and education approach. The guide focuses specifically on enhancing staff skills in carrying out the four steps in the individualizing process: screening; evaluation; planning; and ongoing assessment. Following an introductory section, the guide presents four training modules. Each module details expected outcomes, key concepts, background information,

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; Federal State Relationship; *Government Role; Hearings; *School Age Day Care; State Federal Aid
IDENTIFIERS- Congress 105th

This hearing received testimony on school-age care. The hearing examined proposals to coordinate federal and state efforts to establish increased programs to provide after-school care for children and to improve academic and social outcomes for students by providing productive activities during after-school hours. Testimony was given by: (1) Senator Christopher J. Dodd, Connecticut; (2) Mary Margaret Oliver, State Senator, Georgia; (3) the associate director of School's Out Consortium/Seattle Most, Seattle, Washington; (4) the president and founder of the Bridgeport Youth Coalition and member of the Bridgeport Board of Education, Bridgeport, Connecticut; (5) Senator Barbara Boxer, California; (6) Edward A. Flynn, chief of police, Arlington, Virginia; (7) Thomas M. Menino, mayor, Boston, Massachusetts; (8) a parent of a child with special health needs; and (9) a program participant from the Chinle Learning Center, the Navajo Nation, Chinle, Arizona. (EV)

ED 424 035 PS 027 022

Siraj-Blatchford, Iram, Ed.
A Curriculum Development Handbook for Early Childhood Educators.
PUB DATE- 98
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Computer Uses in Education; Creative Development; Curriculum Design; *Curriculum Development; *Early Childhood Education; Educational Quality; Foreign Countries; Language Acquisition; Literacy; Mathematics Education; Physical Development; Science Education; Social Development; Teaching Methods; Theory Practice Relationship

This book is designed to be of interest to anyone working or intending to work with 3- to 6-year-old children. The book draws on the knowledge of staff involved in early childhood education courses at the Institute of Education, University of London, and other experts in early childhood education, integrating research and theory in various subject areas with practical experience in young children's learning and curriculum. The book emphasizes extending good practice in curriculum development and supporting and sustaining the positive practices that characterize many early childhood settings, asserting that curriculum cannot be seen in isolation and cannot exist without a strong and well-developed framework of support. Part I, "Quality," contains these chapters: (1) "Criteria for Determining Quality in Early Learning for 3-6 Year-Olds" (Siraj-Blatchford); and (2) "The Relationship between Planning and Assessment" (Fisher). Part II, "Core Learning Experiences," contains these chapters: (3) "Curiosity and Communication: Language and Literacy in the Early Years" (Riley); (4) "Doing Mathematics with Young Children" (Barber); (5) "Science in the Early Years" (Glauert); (6) "Physical Development in the Early Years" (Wetton); (7) "Design, Technology and the Use of Computers in the Early Years" (Sirajexplore critical issues of practice. In view of differences in terminology among countries, various terms and assumptions are defined at length: adventure therapy; wilderness therapy; wilderness-adventure therapy; the continuum of adventure-based practice in terms of "depth" (encompassing recreation, enrichment, and therapy); and unimodal therapy versus multimodal therapy versus adjunctive enrichment. Most programs investigated were multimodal, typically combining wilderness and adventure therapy with parent or family therapy or other group therapies. Unimodal programs tended to be longer-term camping programs. Across countries, different historical, cultural, and social influences have lead to different values and attitudes among adolescent clients, particularly in relation to therapist authority and client autonomy, individualism, and group affiliation. These differences have significantly influenced therapeutic approaches and therapist expectations. Key findings and conclusions relate to trends in the development of the adventure therapy field, the relative importance of program design versus practitioner competencies, client factors associated with better outcomes, holism versus reductionism in therapeutic approach, client rights and ethical issues, consumer perspectives, and gender and power issues. Key elements for best practice are outlined. (Contains 19 references. Appendix outlines program characteristics.) (SV)

ED 424 053   RC 021 702

Kemp, Travis
Panacea or Poison? Building Self-Esteem through Adventure Experiences.
PUB DATE- 98
NOTE- 10p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *College Students; *Experiential Learning; Foreign Countries; Group Dynamics; *Group Experience; Higher Education; *Individual Development; Outcomes of Education; Risk; Self Concept; *Self Esteem
IDENTIFIERS- *Adventure Therapy; Adventure Therapy; Australia

Many outdoor educators and adventure therapists share the belief that adventure experiences improve participant self-esteem. Recently, researchers have begun to question this widespread belief, suggesting that a mismatch between the level of physical or psychological risk and the level of client readiness may produce negative outcomes. A study of 61 college students in South Australia examined the effects on self-esteem of participation in an adventure learning course based on Group Adventure Initiative Tasks (GAITS). The experimental group participated in a 15-week college course on group dynamics incorporating GAITS, a series of group adventure tasks such as "spider's web" that require minimal equipment and no specialized skills from participants. Each 2-hour task was followed by a debriefing that explored the processes used to complete the task and participant behaviors within the task. A control group studied group dynamics in a lecture/tutorial format. Pretests and posttests with the Coppersmith Self-Esteem Inventory (SEI) found no significant change in self-esteem in either group. Experimental participants were categorized as very low, low, moderate, or high self-esteem according to their community issues faced by these adolescents, as well as post-course challenges as they attempted to implement personal changes within their community. The philosophy and practices of the Project Hahn therapy program are given: work with at-risk and socioeconomically disadvantaged youth, pre-course agreement among all participants, promotion of positive peer dynamics, instructional use of risk-recreation activities, freedom of task choice, peer and leader support, followup with participants, and cultivation of moral growth through small-group peer interaction. One case study documents how participation by a 15-year-old student in adventure activities helped her to reevaluate her experiences with the Port Arthur shooting and redefine personal issues of trust, vulnerability, and protective and defensive behaviors. Project Hahn will use planned intervention throughout each wilderness challenge course to experiment with a range of new ideas and behaviors; confront salient and pressing issues; and provide time and opportunity within a supportive and safe environment for adolescents identified by the Port Arthur Recovery Group to express fears, pain, and the traumatic impact of the shooting tragedy. (SAS)

ED 424 071   RC 021 720

Eggleston, Erin J.
Reflections on Wilderness Therapy.
PUB DATE- 98
NOTE- 22p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Culturally Relevant Education; *Delinquent Rehabilitation; Foreign Countries; Interpersonal Competence; Interpersonal Relationship; Interviews; *Maori (People); *Milieu Therapy; *Outcomes of Treatment; Program Attitudes; Recidivism; Substance Abuse; *Wilderness; Youth Programs
IDENTIFIERS- Adjudicated Youth; *Adventure Therapy; New Zealand

Te Whakapakari Youth Programme on Great Barrier Island, New Zealand, is a Maori initiative initially designed to help young Maori, particularly those involved in drug abuse. The program now accepts adjudicated youth, aged 13-18, from many cultures who experience drug, physical, or sexual abuse and exhibit antisocial or violent tendencies. The wilderness therapy program operates under Maori principles of life, in which participants work together as a whaanau (extended family) for 1 month in order to survive on an island far from the mainland. Eighteen months after a wilderness experience, 10 youths were interviewed to determine which program elements were important in their lives. Participants' descriptions of program benefits refer to relationship-based themes derived from the whaanau experience--helping, talking, listening, trusting, respecting, and disciplined working. The continued application of program benefits back home was problematic, and followup was inadequate. Recommendations for improvement include integrating life at home with life on the program; planning for participants' return; following up with interviews by someone who can relate to the participants' experience of the program; having postprogram support in the form of communication and coordination with other programs; and obtaining acceptance by

Activities; Mathematics Skills; Multimedia Instruction; Observation; *Science Education; Science Experiments; Science Process Skills; Teaching Methods; Videotape Cassettes; *Workshops
IDENTIFIERS- Liquids; *National Science Education Standards

This facilitator's guide, and the videotape it accompanies, is designed to demonstrate ways in which the new visions of science education for the 21st century might be translated into classroom practice. The National Research Council's (NRC) National Science Education Standards, American Association for the Advancement of Science (AAAS) Benchmarks for Science Literacy, and other frameworks were used as guides in developing this series. The videotape presents views of real classrooms where science is being taught. Classroom situations are spontaneous and unscripted. The videotape shows how standards actually look in practice in the classroom and how teachers are guiding experiences that enable students to construct understanding and learn science processes. The guide contains information on conducting hands-on workshops including materials lists, materials sources, and handouts. The videotape focuses on grades 5 and 6. In one lesson, students learn to take their pulse rates at rest and after exercise as part of a life science study of the human body. In another unit, students are challenged to make layers of four mystery liquids in a straw. Finally, students use computers to put together a multimedia presentation on whales. Computer programs enable students to access information from a variety of sources. (PVD)

ED 424 088 SE 061 237

Richardson, Rita Coombs; Norman, Katherine
Teaching Science in Content Areas to Students with Special Needs.
PUB DATE- 98
NOTE- 9p.; Paper presented at the International Consortium for Research in Science and Math Education (Port of Spain, Trinidad, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discovery Learning; Educational Change; Elementary Secondary Education; *Integrated Curriculum; Interdisciplinary Approach; *Learning Disabilities; Learning Theories; *Metacognition; *Science Education

This paper provides information on teaching science to students with special needs. The focus is placed on students with learning disabilities who may behave inappropriately due to frustration about their academic deficits. This perception is often brought about by a predominant mode of instruction in schools which is text-driven, teacher-centered, and conveyed through visual and auditory channels. A discussion of the role of an integrated curriculum in meeting the needs of students with disabilities is included, and thematic unit development is explained with a specific example provided. The example contains a butterfly and insect module developed in three ability levels that integrates skills in research sequence, prediction, comprehension, sequencing, vocabulary, summarizing, editing, spelling, dictionary skills, and punctuation. (DDR)

ED 424 089 SE 061 618

Fisher, Darrell L.; Rickards, Tony W. J.
A Comparison of Teacher-Student Interpersonal Behavior in

scientists and engineers by broad occupation and broad field of highest degree in 1995; (2) percentage distribution of employed scientists and engineers by broad occupation and highest degree received in 1995; (3) unemployment rates of scientists and engineers by broad occupation and highest degree received in 1995; and (4) median annual salaries of employed scientists and engineers by broad occupation and degree received in 1995. (DDR)

ED 424 111 SE 061 843

Ediger, Marlow
Teaching Suggestions in Mathematics.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Computer Software; Elementary Education; Elementary School Mathematics; *Manipulative Materials; *Mathematics Instruction; *Number Concepts; *Teaching Methods

There are numerous teaching suggestions to offer in guiding pupils to greater achievement in mathematics. This paper suggests that the instructor should begin where the pupil is presently and observe what interests the pupil in learning. Different methods for teaching mathematics such as using blocks, beads, films, filmstrips or slides, a geoboard, money, flash cards, and drill and practice software are presented. Specific mathematics activities on special mathematics topics such as number concepts, multiplication by nine, ratios, and the use of percent are also provided. (ASK)

ED 424 112 SE 061 846

Ediger, Marlow
Teaching Science as Inquiry.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Cognitive Psychology; Educational Resources; Elementary Secondary Education; Epistemology; Inquiry; Learning Theories; Philosophy; Problem Solving; *Relevance (Education); Science and Society; *Science Education; Student Motivation; *Theory Practice Relationship

This paper presents four philosophies of science teaching for teachers to use that encourage optimal learner achievement. Information is provided on an experimentalist or problem solving approach, an idealistic or subject-centered science curricula, a decision-making approach, and criterion-referenced procedures for learning. Two psychologies of learning--behaviorism and humanism--are also reviewed. This paper suggests an instructional approach that includes lessons modeled using all four of the philosophies discussed. (DDR)

ED 424 113 SE 061 850

Kahle, Jane Butler
Measuring Progress toward Equity in Science and Mathematics Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98

Europe in the spirit of the Vienna Declaration and provide curriculum developers and teachers with practical advice. Contents include a foreword and two sections. Section 1, "Descriptions of the Projects," contains (1) "The Projects" and (2) "Description of the Projects." Section 2, "How to Set Up An International School History Project," includes (1) "Selection of a Topic"; (2) "The Final Product"; (3) "Who Will Take Part?"; (4) "Finding Contacts"; (5) "Managing Your Project"; (6) "Visits and Exchanges"; (7) "Electronic Communications"; (8) "Raising Money"; and (9) "Postscript." Appendices offer a selected bibliography, list of member associations of the European Standing Conference of History Teachers' Associations (EUROCLIO), and a list of participants. (EH)

ED 424 139 SO 028 584

Gelardi, Theresa; Wolfson, Scott
Creating a Democratic Society through the Classroom.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Decision Making; *Democracy; Freedom; Grade 2; Intellectual Freedom; *Justice; Personal Autonomy; Poverty; Primary Education; Problem Solving; *Social Studies

This paper advocates the development of democratic practices and opportunities for decision-making at an early age. The paper cites numerous examples of how developmentally appropriate opportunities can be presented in the classroom. The paper outlines ideas for students to be more actively involved in making rules, leadership, classroom management, and decision making about what should be studied and how it can be assessed. (EH)

ED 424 140 SO 028 587

Franzblau, Robert H.
Aesthetic Education as a Subversive Activity: A Phenomenological Case Study of Robert Kapilow.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; Aesthetic Values; *Aesthetics; Art Education; Case Studies; Cultural Enrichment; *Music Education; *Qualitative Research
IDENTIFIERS- Kapilow (Robert)

This study examines how Robert Kapilow, Yale-educated classical- and Broadway-music conductor, educates diverse audiences about classical music. Phenomenological and case study methods were used to explore: (1) what music education has meant to Kapilow; and (2) how this view influenced his practice of teaching and conducting. Analysis of in-depth interviews and field notes revealed three major themes which portray the outward appearance of Kapilow's teaching activities: (1) the explosive pace with which Kapilow taught; (2) the interactive nature of his sessions; and (3) his unpretentious and compelling use of experiences and acts of heroism; life in the ghettos and camps; reflections on the Holocaust and roots in human behavior. The determination of grade level has been largely intuitive, taking into consideration vocabulary and sentence structure, overall appearance of the book, its subject matter and theme, and the handling of ghetto and camp experiences and other Nazi cruelties. Not included are books for children younger than fourth graders, the youngest age for introducing books about the subject; most books here are suited for those somewhat older. (RJC)

ED 424 165 SO 029 265

Secondary Education in the European Union: Structures, Organisation and Administration.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Educational Philosophy; *Educational Policy; Educational Principles; *Educational Trends; Foreign Countries; International Cooperation; International Relations; *Secondary Education
IDENTIFIERS- Europe; European Union

This study examines the existing secondary education structures of the European Union member nations, the organization of education, teacher training, and the way in which secondary education is managed in Europe today. The three European Free Trade Association/European Economic Area (EFTA/EEC) countries (Iceland, Liechtenstein, and Norway) also are included in the study. The four chapters aim to facilitate an approach to the various issues confronting secondary education in the countries. Chapter 1 addresses the structure of secondary education, situates it within the education systems as a whole, and looks at the various branches and pupil mobility within the systems. Chapter 2 deals with the internal organization of secondary schools and aims to describe and compare the situation in various countries in terms of the way school time is organized, the subjects taught, and the types of assessment and certification used. This chapter also deals with pedagogical approaches to combating school failure. Chapter 3 focuses specifically on initial teacher training for secondary education. Chapter 4, on administration, addresses decision-making and gauges the extent to which this has devolved to regional and local levels, as well as to individual schools themselves, in areas such as the planning, structure and educational organization of secondary education and the management of teaching staff. (EH)

ED 424 166 SO 029 270

Croddy, Marshall; Degelman, Charles; Doggett, Keri; Hayes, Bill
Adventures in Law and History. Volume I: Native Americans, the Spanish Frontier, and the Gold Rush. A Law and Civic Education Curriculum for Upper Elementary Grades with Units on Rules and Laws, Property, and Authority.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 97
NOTE- 104p.; For Volume II, see SO 029 271.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Taylor, Howard E., Ed.
Getting Started in Global Education: A Primer for Principals and Teachers.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; Curriculum Guides; Elementary Secondary Education; Ethnic Studies; Foreign Countries; *Global Approach; *Global Education; Guidelines; Models; Multicultural Education; Peace; Social Studies

This primer is intended for teachers and principals to help integrate global education into the school curriculum. The articles offer suggestions and rationale for inclusion of a global approach to the classroom. The table of contents offers: (1) "Introduction" (Ernest L. Boyer); (2) What is Global Education?" (M. Eugene Gilliom); (3) "Position Statement from Education Organizations"; (4) "East of Gibraltar, West of Japan" (H. Thomas Collins); (5) "A Principal's Perspective" (Linda Clark); (6) "We're All in This Together: Today's Global Realities" (S. Rex Morrow); (7) "Addressing Everyday Concerns of Principals and Teachers" (Howard E. Taylor); (8) "The Role of the Principal in Integrating a Global Perspective" (Gregory E. Hamot); (9) "Using Children's Literature for Teaching Global Understanding" (James M. Shiveley); (10) "Internet Tools and Applications for Teaching for a Global Perspective" (Howard E. Taylor; Rebecca S. Bowers; S. Rex Morrow); and (11) "Selected References for Teaching Global Education" (Howard E. Taylor; Lee Hanson). (EH)

ED 424 188   SO 029 539

Yokley, Shirley Hayes
Interpreting Works of Art Using a Critical Pedagogy of Representation.
PUB DATE- 95
NOTE- 15p.; Paper presented at the Annual Meeting of the National Art Education Association (Houston, TX, April 7-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; *Art; *Art Criticism; *Art Education; Art Expression; Art History; Higher Education; *Popular Culture; *Preservice Teacher Education; Teacher Education Curriculum

This paper explores the question of introducing a critical pedagogy of representation into the art classroom, what it means and how it works. A critical pedagogy of representation holds socially transformatory goals that work toward a critical democracy. The approach affords opportunity for oppositional readings of texts and images by opening up new ways to speak of those representations, by questioning assumptions, and by problematizing the work within political, social, and cultural aspects of production and reception. Such critique of popular culture becomes an overt politicization of works of art and popular culture, giving rise to a politicized art education, and forcing transformation in society. The paper describes the curriculum over the years. The stories come from several groups, including four teachers who wrote as individuals, one pair of close colleagues, and one interview with a team of educators. The teachers responded to questions about how their curriculum experiences affected their convictions about student learning; how their convictions affected their teaching; how curriculum helped them grow as teachers; what happened to change their understandings and philosophies during their teaching; and how the changes influenced their students. Several common themes grew out of the stories. One of the universal themes was the growing awareness of the impact of students themselves on curriculum. The support and encouragement of other teachers and administrators was essential to several teachers' change processes. Teachers identified time as a major factor in their explorations of curriculum and their process of change. Self-awareness was another universal theme. Several stories showed the effects of modeling on teachers and students. Teachers noted working on cooperative teams as a major challenge that they faced. Teachers' thinking was stretched by the influence of students whose experiences and cultural backgrounds differed from their own. After an introduction by Barbara Wallace, the stories include: "If they can say Stegosaurus..." (Teri Houghton); The Power of Reflection (Gail Gilchrist); Choosing the Road Less Traveled (Susan Seaman); Navigating Sameness (Karen Mitchell); On Change as a Constnat: An Interview with a Curriculum Development Team (Jane Braunger); and Caution: Women at Work (Margaret Marsh and Linda Kidd). (SM)

ED 424 206 SP 038 172

Educator Preparation in Colorado Report, No. 25. A Summary of Annual Reports Submitted by Colorado Educator Preparation Institutions for the Period August 31, 1996 through September 1, 1997.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; College Graduates; Educational Change; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Improvement; *Teacher Certification
IDENTIFIERS- *Colorado

The Rules for the Administration of the Educator Licensing Act of 1991 requires Colorado institutions of higher education approved to provide educator preparation programs submit annual reports to the Colorado Department of Education. The reports are intended to facilitate communication between the institutions and the Department of Education and to inform the Colorado State Board of Education about current developments in educator preparation in the state. The data in this report were submitted by Colorado deans of education and indicate the number of education students recommended for licensure and endorsements during the 1996-97 school year. Additional information has been provided concerning implementation of new program standards. Information on the 16 institutions of higher education includes number of students recommended for licensure and endorsements; endorsement area; and Colorado teacher education graduates from 1972-82, 1982-94, and 1994-96. For each institution, the report discusses supportive or adverse developments on the campus that affected the institution's educator preparation program; actions taken to correct time of the site visit, summarizing unique features of each PDS model. Section 2, "Summary of Findings," offers five parts, one for each of Maryland's "Common Understandings About Professional Development Schools," a document developed in 1995 to guide early implementation of the Maryland Higher Education Commission's "Redesign of Teacher Education." The five common understandings are to: promote deep, systemic collaboration and interaction; extend linkages with school reform efforts; create learning organizations which become sites for research and inquiry; integrate technology; and support simultaneous renewal efforts. Section 3 presents conclusions and recommendations. Overall, the STEC concludes that Maryland's "Common Understandings About Professional Development Schools" allows for multiple models of PDSs to implement the recommendations of the "Redesign of Teacher Education" report, with a great deal of site-specific variation. Therefore, it is recommended that future PDS models should address the "Common Understandings." The four appendixes present the STEC Review Protocol; common understandings about PDSs; a summary chart of PDS sites visited; and technology requirements in PDS partnership institutions. (SM)

ED 424 224   SP 038 193

Kohl, Herbert
The Discipline of Hope. Learning from a Lifetime of Teaching.
PUB DATE- 98
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Public Schools; *Teacher Attitudes; *Teacher Student Relationship; Teachers; *Teaching (Occupation)
IDENTIFIERS- *Hope

In this book, a teacher shares his experiences after four decades of teaching, reaffirming the obligation to provide all students with the richest, most challenging, and best-crafted education possible. The book examines ways that teachers and children learn from one another, providing practical guideposts, insights, and a wide variety of approaches that have actually worked in classrooms, including those with students who have the most difficult lives. The book shows the growth that can occur when adults and children come together for the sake of learning and how schools can be transformed into places that respect and nurture children, meet high academic standards, and help students develop a sense of respect, compassion, and justice. There are five chapters. Chapter 1, "Setting Out," includes "To Not Know," "Listening and Learning," and "How Many Children?" Chapter 2, "Teaching Well in a Troubled System," includes "Excessive Socializing," "Business as Usual," and "Teaching Steady and Getting Angry." Chapter 3, "Teaching Beyond School," includes "Teaching Again--With a Difference," "Serendipity Strikes," and "Teaching Close Up." Chapter 4, "Teaching on the Edge," includes "Other Ways," "Theater and the Making of a Learning Community," "Growing a School," and "Graduating to Kindergarten." Chapter 5, "Fresh Waters are Ever Flowing," includes "Alder Creek," "Building a World," and "Culture Skirmishes." A final section is entitled, "'To the Foot from its Child': Teaching as the Discipline of Hope." (SM)

ED 424 225   SP 038 194

Henry, Annette

Classroom situations) (055)
DESCRIPTORS- Adult Education; *Classroom Techniques; Higher Education; *Instructional Effectiveness; Intermediate Grades; *Learning; Middle Schools; Teaching Methods
IDENTIFIERS- *Active Teaching; Student Engagement

This book contains specific, practical strategies that can be used for almost any subject matters to promote active learning. It brings together in one source a comprehensive collection of instructional strategies, with ways to get students to be active from the beginning through activities that build teamwork and get students thinking about the subject matter. There are techniques for full-class and small-group instruction, and methods for reviewing and assessing what students have learned. Although most of the strategies will apply to any age level, the book is directed at those who teach older children and adults, especially teachers in middle school, high school, college, and adult education centers. The 101 strategies are grouped into the following areas: (1) "Introducing Active Learning"; (2) "How To Get Students Active from the Start"; (3) "How To Help Students Acquire Knowledge, Skills, and Attitudes...Actively"; and (4) "How To Make Learning Unforgettable." (SLD)

ED 424 244 TM 029 116

Bembenutty, Hefer; McKeachie, Wilbert J.; Karabenick, Stuart A.; Lin, Yi-Guang
The Relationship between Test Anxiety and Self-Regulation on Students' Motivation and Learning.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Society (Washington, DC, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Learning; Learning Strategies; Performance Factors; *Student Motivation; *Test Anxiety
IDENTIFIERS- Knowledge Acquisition; *Self Regulated Learning; Self Regulation

The detrimental effects of test anxiety on knowledge acquisition as well as performance can occur by interfering with students' motivational tendencies and the use of effective cognitive and learning strategies. A promising conceptual approach to the constellation of student characteristics that may moderate the effects of test anxiety is self-regulation, the processes that maintain the cognition, affect, and behavior necessary to achieve intended goals. Self-regulation involves study environment management and the effort to regulate the learning process, securing academic success. This study examined the ways in which test anxiety and students' use of self-regulation relate to students' motivational tendencies, use of learning strategies, and academic performance. These relationships were examined by focusing on 429 college students who were low-, medium-, or high-test anxiety subjects and either low or high self-regulated learners. While definite relationships between test anxiety and self-regulation on students' motivation and use of learning strategies were found, moderating effects were not seen, at least as far as self-regulation was operationalized in this study. These findings suggest the need for additional studies of whether alternative ways to operationalize self-regulation may reveal moderating effects. (Contains 2 tables and 31 references.) (Author/SLD)

Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Advanced Students; *College Entrance Examinations; Enrichment Activities; Grade 7; *High School Students; High Schools; Junior High School Students; Junior High Schools; Participation; Program Effectiveness; Program Evaluation; Residential Programs; *Summer Programs; Talent
IDENTIFIERS- *Duke University NC; Talent Search

Duke University's Talent Identification Program invites seventh graders who score in the top 3% on nationally normed, standardized tests to participate in the Talent Search. A small number of these students subsequently qualify, on the basis of relatively high ACT Assessment or SAT scores, for the Summer Residential Program (SRP), which provides intensive involvement in a particular academic subject. This study developed statistical evidence of how the SRP benefits students. The sample consisted of students who participated in the Talent Search between 1986 and 1992. The final file contained 35,317 records of Talent Search participants, 151 of whom were SRP participants. Results show that SRP participation is positively related to academically talented students' subsequent academic performance in high school, over and beyond their ACT scores as seventh graders. This information should be useful for encouraging academically talented students to participate in talent searches and intensive residential programs. Prospective students could be shown, for example, that SRP participants score about two scale score points higher on the ACT Mathematics test in high school, on average, than do Talent Search students who do not participate in the SRP. This finding is true regardless of the ACT Mathematics scores that Talent Search and SRP participants earn in seventh grade. Two appendixes contain charts of cumulative percentage distributions. (Contains 1 table, 4 references, and 24 figures.) (SLD)

ED 424 263 TM 029 136

Barton, Paul E.
Welfare: Indicators of Dependency. Policy Information Report.
PUB DATE- 98
NOTE- 41p.; Foreword by Daniel Patrick Moynihan.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Crime; Early Parenthood; *Economic Factors; Family Structure; Futures (of Society); Labor Market; *Literacy; *Low Income Groups; *Poverty; Trend Analysis; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Dependency (Economics)

This report attempts to assemble data on the trends that are favorable or unfavorable to independence from welfare. Twelve such conditions are examined in this report, and they are summarized in table form, with an indication of the direction of the trend and comments. The information is also summarized in narrative form to give an idea of what may be expected for welfare in the future. Overall, the trends that relate to family structure are unfavorable, with a slightly decreasing birth rate outside marriage being offset by the increase in births to teenage mothers. Figures relating to poverty that causes people to seek welfare assistance have been fairly constant. The proportion of the poor who do apply for welfare is rising, and contributing to higher dependency rates. Trend data are not available for literacy, an important component of is designed to reverse the cycle of behavioral escalation by the child and decrease the behavioral tolerance of the teacher. The child demonstrating unacceptable behavior is made to take a time out in a designated time out area. An evaluation was performed to identify recommendations for program staff to increase the effectiveness and efficiency of the ITO program. Data were collected on the implementation of the ITO in schools in two towns by two researchers. This resulted in recommendations for program improvement in the following areas: (1) training for teacher's assistants and intervention workers and schoolwide staff training in the ITO method; (2) redesign of the personnel information package, with better materials describing the program's theoretical basis and implementation; (3) better use of human resources, including personnel to collect baseline data on intervention effects; and (4) better communication between the schools and the health care community. One appendix describes program evaluation methods, and the other contains the teacher interview questions. (SLD)

ED 424 281 TM 029 161

Adcock, Eugene P.; Sipes, Dawn; Lehman, Kenneth; Miller, Susan
Enacted Practices Evaluation Model. Research Report No. 75-07-97.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual National Evaluation
Institute (6th, Indianapolis, IN, July 9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Accountability; Elementary Secondary Education;
*Evaluation Methods; *Magnet Schools; *Models; Program
Evaluation; Public Schools; School Districts
IDENTIFIERS- Experts; *Prince Georges County Public Schools MD

The Enacted Practices Evaluation Model (EPEM) is an accountability system for "promised" program practices. Evaluating programs in terms of implemented treatment (i.e. enacted practices) in ways that yield valid and reliable results for accountability purposes is among the most vexing challenges in the field of program evaluation. Evaluations conducted by internal staff provide economies and efficiencies that come with organizational familiarity whereas external experts in the target program's content area provide credibility and objectivity. This paper presents the organizational structure and operational procedures of an accountability system, the EPEM, that adheres to the "Program Evaluation Standards" and maximizes the contributions of institutional resources and procured expert services. As implemented in the Prince George's County (Maryland) school system, the EPEM involves three school district areas (Magnet School Program Office; School District Research, Evaluation and Accountability Office; and magnet school supervisory and instructional staff) and a set of external content expert evaluators. Responsibilities of these four entities are keyed to the "Program Evaluation Standards" and its areas of utility, feasibility, propriety, and accuracy. (Contains 2 figures and 10 references.) (Author/SLD)

ED 424 282 TM 029 162

Claxton, Amy; Kallam, Michael
Problems Inherent in the Cognitive and Affective Assessment of
Minority Students.

across cultures and geographical distances. Technology used included interactive compressed video systems, HyperStudio software, Internet connections, CU-SeeMe software, and FirstClass computer conferencing software. (Author/DLS)

ED 423 832 IR 019 053

Corwin, Terry; Marcinkiewicz, Henryk
Prediction of and Differences in Computer Use When Universally Available.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *College Faculty; Computer Anxiety; Computer Uses in Education; Differences; Higher Education; Institutional Characteristics; Longitudinal Studies; *Microcomputers; *Predictor Variables; Tables (Data); Teacher Attitudes; *Teacher Characteristics; Teacher Surveys; Technological Advancement
IDENTIFIERS- *Access to Computers; *Computer Use; Laptop Computers; Notebook Computers; Technology Integration

This paper reports results of a longitudinal study of faculty (n=85) at three undergraduate institutions in North Dakota that adopted notebook computers for their faculty and students--Valley City State University, Mayville State University, and Jamestown College. Questions examined included the variables that might predict computer use by faculty and differences among institutions and over time related to level of computer use among faculty, faculty computer anxiety, and types of concerns. Faculty completed a questionnaire that included measures of levels of computer use, subjective norms, innovativeness, computer anxiety, and stages of concerns, as well as demographic and computer-related questions; participants received the same questionnaire one year later. In the first phase of the study, the criterion variable, level of computer use, was determined; the predictor variables--age, academic rank, subjective norms, and innovativeness--were compared to the level of computer use. The second phase of the study dealt with technology teaching changes; indicators of change included computer anxiety, faculty and student use of technology, frequency of software use by faculty, and level of computer use. Four tables present data on predictors of computer use, differences among campuses and between pre and post scores, use level, and differences in subjective norms. Contains 19 references. (DLS)

ED 423 833 IR 019 054

Darwazeh, Afnan N.
Variables Affecting University Academic Achievement in a Distance- versus a Conventional Education Setting.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040. The data table is marginally

completed a survey designed to assess their attitudes toward the instruction. There was no performance time difference between the two groups, but the step-by-step treatment made fewer errors during the more complex tasks. There was a lack of difference in attitude between the two groups. A figure illustrating the performance rating form used by the researchers is included, as well as tables containing data on errors on task and errors by treatment. (DLS)

ED 423 849 IR 019 070

McNabb, Mary L.; Smith, Sylvia
Proximal Instruction Strategies and Assessment Tools for Managing Performance-Based Learning.
PUB DATE- 98
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Constructivism (Learning); Educational Change; Educational Strategies; Educational Technology; Elementary Secondary Education; Evaluation Methods; Guidelines; Higher Education; Information Technology; Instructional Design; Instructional Material Evaluation; Models; *Performance Based Assessment; *Student Evaluation; *Teacher Role; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Computer Assisted Writing; Learning Environments; Progress Monitoring; Self Monitoring; Technology Integration

This paper reports on two research studies. The first study investigates teachers monitoring strategies during computer-assisted composition instruction. The findings reveal four principles underlying a strategic, proximal instruction process. The four principles are collaborative assessment, guided practice, instructional branching, and learner self-monitoring skills development. The computer is described as a cognitive tool supporting and facilitating teachers' active involvement in students' writing process, which represents a change in the traditional process-writing pedagogy that focuses on the analysis of students' writing products. The second study reports on a related issue concerning the design of electronic performance-based assessment systems. The findings are a set of guidelines instructional designers and educators can use in planning for the use of electronic assessment systems. Both studies point to the need for technological solutions to provide efficient, valid, and reliable information to teachers and learners in order to enhance the instructional processes that accompany active, engaged learning experiences. Two figures illustrate: a common interaction pattern between teacher, students, and peers in a computerized learning environment; and the proximal instruction model. A table diagramming the guidelines for management of performance-based assessment and an appendix outlining the guidelines formed in the second study are also included. (Contains 49 references.) (Author/DLS)

ED 423 850 IR 019 071

Moallem, Mahnaz

Hypercard stacks. Empirical results indicated that awareness of cognitive style and matching/mismatching with instruction embedded with support for cognitive style did not make a difference for this sample. (Contains 22 references.) (Author/AEF)

ED 423 866 IR 019 087

Tipton, Mary H.; Kovalik, Cindy L.; Shoffner, Mary B.
Technology Tools for Restructuring Course Delivery.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division(20th, St. Louis, MO, February 18-22, 1998); see IR 019 040. Some figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; Courseware; Distance Education; Higher Education; *Instructional Design; Instructional Effectiveness; Interaction; Learning Activities; Preservice Teacher Education; Screen Design (Computers); *Visual Literacy; *World Wide Web
IDENTIFIERS- *Learning Environments; Technology Integration; *Web Sites

As the number and complexity of required technology-related competencies grow, basic teacher education media courses need to develop alternatives to instructor-led lecture-based formats in order to maintain essential components of course content while incorporating new content in expanding technologies. Creating technology-mediated instructional environments that are used as out-of-class assignments is one way to deal with this issue. This paper presents the process of transforming lesson content from lecture-based format to instructional content delivered through the World Wide Web. It discusses visual literacy concepts and details the steps taken to make the Web site instructional and interactive rather than merely informational. Highlights include: (1) defining visual literacy content; (2) design of computer mediated instruction; (3) a research review; (4) student feedback on the Web site; (5) interactive instruction; (6) designing the instruction, including two sample learning activities; and (7) the visual literacy instructional package. Several sample screens are included. (Contains 19 references.) (Author/AEF)

ED 423 867 IR 019 088

Wang, Yu-mei; Cohen, Arlene
University Faculty Use of the Internet.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Literacy; Computer Uses in Education; Electronic Mail; Faculty Development; Higher

Smith, Gary R.
On-Line Tutoring of Middle School Students by Preservice Teachers.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Demonstrations of Educational Technology Fall Conference of the Michigan Association of Colleges for Teacher Education (Ann Arbor, MI, October 9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Mediated Communication; Higher Education; Intermediate Grades; Junior High Schools; Microcomputers; *Middle Schools; Modems; Preservice Teacher Education; *Preservice Teachers; *Teleconferencing; *Tutoring
IDENTIFIERS- Conversation; *Conversational Learning; Detroit Public Schools MI; Interactive Communication; *Middle School Students; Two Way Communication; Wayne State University MI; Whiteboards

This paper reports on a project started in 1993 to provide preservice teachers with opportunities to engage in an extended conversation with a middle school student using a computer and a modem. The Apple Computer Co. donated the initial equipment to the College of Education at Wayne State University and to the Detroit Open School, Detroit Public Schools. Each conversation was to continue for an hour and to relate to any topic that was interesting to the students and the preservice teacher. Initially keyboarding was the method of communication, but later video cards allowed communication by whiteboard and audio connection. Problems that arose are discussed briefly. Future plans include increasing the quality of the hardware and software, and changing the focus of the tutoring sessions to coordinate with the classroom teacher's regular instruction and with the Michigan Curriculum Framework. The appendix contains excerpts from four conversations: an introductory conversation; one that built on previous contacts; a conversation in which the teacher and student were speaking to each other using an audio connection, and sharing a map of the United States using a whiteboard; and another using the audio connection and whiteboard to share a map of Europe. (DLS)

ED 423 885 IR 019 118

Lengel, James G.; Kendall, Diane S.
Kids, Computers, & Homework. How You and Your Kids Can Make Schoolwork a Learning Adventure.
PUB DATE- 95
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Oriented Programs; Computer Peripherals; *Computer Simulation; Computer Software; *Desktop Publishing; Elementary Education; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; *Homework; Hypermedia; Information Technology; Internet; Microcomputers; Multimedia Materials; Navigation (Information Systems); Online Searching; Online Systems; *Reference Materials; Writing (Composition); Writing Processes; *Writing Strategies
IDENTIFIERS- Multimedia Technology; *Presentations

analysis of questions asked at the information and reference desks should be conducted during all service hours in order to indicate strengths and weaknesses in this reference model. The data coding sheet for information desk questions is appended. (Author/DLS)

ED 423 904 IR 057 206

Monahan, Mary
Vartan Gregorian: A Biographical Essay with Specific Focus on His Views Concerning Libraries and Librarians.
PUB DATE- 97
NOTE- 46p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- Access to Information; Biographies; Censorship; *Democracy; Educational Administration; *Educational Change; Fund Raising; *Futures (of Society); Higher Education; Information Technology; Intellectual Freedom; Interviews; Librarians; Libraries; Library Administration; *Library Role; Library Services; *Literacy; Technological Advancement
IDENTIFIERS- Brown University RI; *Information Age; New York Public Library; University of Pennsylvania

This paper is a biographical essay on Vartan Gregorian, appointed president of Carnegie Corporation in 1997. The focus of the research is on Vartan Gregorian's accomplishments as an educator, as provost of the University of Pennsylvania, as director and president of the New York Public Library, and, most recently, as the president of Brown University. This paper details his opinions and beliefs concerning the role of libraries and librarians in the information age. Research methods included a review of the available literature by and about Vartan Gregorian and a telephone interview with him on August 13, 1997. Topics discussed include biographical background; management style; fundraising; Gregorian's presidency of Brown University; the telephone interview; quality of library service to the public; implications of technological advancement on access to information; intellectual freedom; literacy; books in the electronic library; library and librarian roles in the information age; Vartan Gregorian's ability to combine visions of the ideal with practical means of attaining them; and future career plans and mission. The interview questions are appended. Contains 31 references. (Author/DLS)

ED 423 905 IR 057 207

Lynn, Matthew T.
Nietzsche among the Scholars. A Bibliometric Analysis and Study of Nietzsche Scholarship.
PUB DATE- 97
NOTE- 63p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Libraries; *Authors; *Bibliometrics; Books; Citations (References); Information Sources; Journal Articles; Language; Librarians; *Literature; Literature Reviews; Philosophy; Research Methodology; Research Proposals; Scholarly Journals
IDENTIFIERS- *Nietzsche (Friedrich); Research Results

This paper addresses the literary canon surrounding the

DESCRIPTORS- Academic Achievement; Community Colleges; Educational Change; *Educational Philosophy; *Learning; Learning Strategies; Models; Success; Teacher Role; *Teacher Student Relationship; Teaching Methods; Two Year Colleges
IDENTIFIERS- Pasadena City College CA

This document contains two essays, both of which discuss the ascendancy of the learning paradigm over the teaching paradigm. "Philosophy and the Learning Paradigm" reviews the effects of post-modernism on student learning with regard to loss of authority in the classroom, lack of academic standards in writing, and perceptions of professors as oppressors. Suggested in the new pedagogy of learning are the use of humor, irony, and parody in helping teachers be more effective. "Sailing between Paradigms" proposes a balance between learning and teaching. In the old paradigm, where the professor is the center of attention and control in the learning environment, measurements of intelligence are limited, and students bright and capable of learning are excluded. The new paradigm of student-centered learning offers many more choices. Technology, change in attitude, and partnerships between students and teachers also are large parts of the new paradigm. Specific to the study of philosophy, this article asserts that faculty wish for their students to have an exposure to philosophy at an early age that creates a strong foundation with which they can live their lives in pursuit of original thought. (AS)

ED 423 925   JC 980 417

Doud, Robert E.
Two Essays on Shared Governance.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; *College Administration; *College Faculty; Community Colleges; Educational Philosophy; *Governance; *Governing Boards; Higher Education; *Institutional Administration; Personnel; *Philosophy; Shared Resources and Services; Two Year Colleges
IDENTIFIERS- Pasadena City College CA

These two essays present philosophical ideas on the development of shared governance in academic institutions. What philosophy has to contribute to governance is the very level of generality on which it "thinks." Philosophy places value on general principles and long-term goals, rather than particular cases and practical solutions. Philosophy also reflects critically on specific issues and then argues for policies. When philosophy deals with particular cases, it regards itself as establishing patterns and precedents to be used again in the future. Always balancing the particular and the general, it becomes possible to apply principles consistently as the theory expands. College governance has a special range of issues, due to the fact that it has faculty who are not just employees, but academic officers. The structural problem in academic institutions is that the administration, who have much of the governing power, are in important ways only secondary to the faculty. Proposed in these essays is the idea that shared governance would establish a zone of cooperation between faculty and administration. It would recognize both the central importance of the faculty and the range of administrative expertise and specialization that is necessary for the faculty to deliver their services to the community. (AS)

Johnson County Community College Report to the Community, 1997-98.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; College Administration; College Faculty; Community Colleges; Educational Finance; *Institutional Mission; Program Development; *School Community Relationship; Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS- Johnson County Community College KS

This report to the community provides an overview of the programs, services, faculty, staff, and students at Johnson County Community College (JCCC) in Kansas for 1997-98. Messages from the President and the Chair of the Board of Trustees open the report and are followed by an outline of JCCC's mission, which focuses on general education, degree preparation, career and continuing education, community service, cultural education, developmental education, student development and services, cooperative partnerships, and economic developments. Local Milestones includes keeping local control, campus expansion, the Academy for Information Technology, a $1 million donation, and community arts partners. Highlighted are some honors and accomplishments of faculty and staff, as well as those of students. Certain instructor transitions and new college conveniences also are noted. Described are new programs that have made other degrees and certificates available, including early childhood education, medical office assistant, legal nurse consultant postsecondary, mediation, and supervisory skills assessment. The report concludes with information regarding meeting community needs, fiscal responsibility, and members of the JCCC Foundation. (AS)

ED 423 946 JC 980 453

Grupas, Angela
Development of Training Manuals for Interviewing and Public Speaking at St. Louis Community College, Meramec.
PUB DATE- 98
NOTE- 148p.; Paper presented at the Annual Meeting of the National Communication Association (New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Curriculum Development; Delivery Systems; Institutional Evaluation; *Instructional Improvement; *Interviews; *Public Speaking; Speech; *Speech Communication; Student Needs; *Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- Saint Louis Community College at Meramec MO

This paper discusses the development of training manuals for interviewing and public speaking, topics covered in the Oral Communication course at St. Louis Community College at Meramec (Missouri). There are four major research questions posed: (1) what literature yields regarding the competency-based module, and its use in developing learning modules for the topics of

Program Evaluation; Public Policy; Research Methodology; Welfare Recipients; *Welfare Services; Well Being
IDENTIFIERS- Impact Evaluation; Impact Studies; Outcome Oriented Evaluation; State Policy; *Welfare Reform

As of June 1995, the federal government had granted to 28 states waivers from current federal laws and regulations, allowing states to test a wide range of welfare reform approaches. This study, conducted by the National Center for Children in Poverty, examined the evaluation plans of 21 waiver experiments in 17 states, focusing on the impact of welfare reform on family income, parenting stress behaviors, and children's access to services. For each impact study, recipients of Aid to Families with Dependent Children were randomly assigned to either an experimental group participating in the welfare reform approach or a control group. The major findings indicated that: (1) evaluators are collecting a great range of child-related data, but few variables were common among many states, reducing the chances for cross-state learning to inform national policy; (2) some waiver evaluations may lead to new information regarding children's education, particularly for states evaluating "learnfare" approaches; (3) some evaluations track potential harms to children related to family dysfunction, foster care placement, and substance abuse; (4) the waiver evaluations will not be able to demonstrate the ways welfare reform affects children's growth and development because very few variables directly measure such changes; and (5) variables in some evaluation plans related to children's services, but few related to quality services or to outcome measures indicating the effectiveness of those services, especially for child care and child health. (Appendices contain background information on selected states, research questions, and children's well-being variables. Contains 24 references.) (KB)

ED 423 965 PS 026 881

Maxwell, Kelly; Bryant, Donna; Adkins, Amee; McCadden, Brian; Noblit, George
Emerging Themes and Lessons Learned: The First Year of Smart Start.
PUB DATE- 94
NOTE- 25p.; Report to the Department of Human Resources by the Smart Start Evaluation Team.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; *Early Childhood Education; *Family Programs; *Health Services; *Integrated Services; Partnerships in Education; Program Evaluation; State Programs; Young Children
IDENTIFIERS- North Carolina; *Smart Start NC

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under 6 years of age and their families. A formative evaluation of the Smart Start process, to inform the current state-level decision-making processes for future Smart Start efforts, was devised from a content analysis of notes and documents from the evaluation team's experiences in Year 1 of the program. The content analysis identified seven themes related to the evaluation team's perspective on the first year of Smart Start with regard to organizational structure, focus, planning process, decision-making process, state-county relations, local team diversity, and technical assistance. Patterns examined within each category provided the outline for recommendations. Recommendations include: (1) the from a life of drug dependence and despair to one of stability and self-reliance. The third family comprises a woman who is battling addiction and trying to rebuild her relationship with her husband. The case studies highlight the role of the family advocate in providing advocacy, warmth, caring, and counseling during critical times. Also described is the program director's role, which focuses on assisting community agencies in providing comprehensive services to families and children, providing clinical coordination of the cases, serving as a listener, a supporter, and a problem-solver for the family advocates as they support families. (Author)

ED 423 983 PS 026 918

Schellekens, Els
This Is Me: In Search of Your Own Story. Working Papers in Early Childhood Development No. 24.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Cultural Pluralism; *Early Childhood Education; Family School Relationship; Foreign Countries; *Multicultural Education; Multilingualism; Racial Bias; Social Discrimination; Stereotypes; Values Education
IDENTIFIERS- Identity Formation

Consisting of both a theoretical and practical component, this paper describes the development of the educational kit, "This is Me," a Dutch program to prevent the development of prejudice in young children. Part 1 of the report describes the development of prejudice in children, the situation in Netherland schools, cultural diversity, the relationship between home and school, and program goals. Part 2 describes the contents of the kit as including 8 picture books (4 lap books and 4 look-and-listen books with cassette tapes), a video tape, stories for puppet shows, and an instruction book. The stories are about 20 children from the Netherlands, varying in ethnic, family, gender, and socioeconomic characteristics. Photographs of the children accompany the stories and can be displayed in classrooms. The videotape contains three 10-minute episodes about the daily rituals of waking up, after school, and bedtime. This section of the report describes the program component, makes recommendations for its use, and suggests modifications to meet the needs of particular groups. Following the description of the program components, the report discusses the dilemmas and choices in developing the kit, including the individualistic nature of Dutch culture and the use of materials in mono-ethnic schools. The report also describes the materials development, including locating professional authors and photographers with the same ethnic backgrounds as the characters and the results of testing the stories in various types of schools. (Author/KB)

ED 423 984 PS 026 924

Turben, Susan H.
A Collaborative Consultation Model: Changing the Way Head Start Prepares Personnel To Work with Families at School, at Home and in the Community. Six-Session Training Guide.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Head Start National Research Conference (4th, Washington, DC, July 9, 1998).

Program Effectiveness; Questionnaires
IDENTIFIERS- Preference Patterns

This paper asserts that the diversity of existing parenting programs is an advantage, and that one program cannot possibly meet the needs and interests of all parents. The challenge, therefore, is to find the curriculum that will best suit a specific parent or group of parents. The discussion in this paper develops a questionnaire for professionals and parents to use for this process, focusing on two questions: (1) What does the curriculum offer?; and (2) What is the parent looking for? First, the paper identifies descriptive characteristics of curricula. Second, for each characteristic the paper develops a list and/or set of questions that can serve as a means of describing what a curriculum offers. These lists and questions form the first part of the questionnaire and provide a means of answering the first question, i.e., what does a curriculum offer. Third, the paper adapts the lists and questions so that they ask about parents' strengths, interests, and preferences. These questions form the second and third parts of the questionnaire and provide a means of identifying the needs of those who will use the curriculum. The second part is for parents to answer; the third part is to answer about a group of parents. A comparison of the answers to what a curriculum offers and what parents are looking for should guide people to select a curriculum that will meet their needs. Contains 46 references. (EV)

ED 424 001 PS 026 966

Lapidus, Leah Blumberg
Integrative Research and Intervention To Facilitate Child and Family Development, Education, Readiness for Head Start, and Family Self-Sufficiency.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Head Start National Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Child Development; Community Services; Coping; Early Intervention; Economically Disadvantaged; Family Environment; Family Health; *Family Programs; Outreach Programs; *Parent Child Relationship; *Preschool Education; Program Effectiveness; Program Evaluation; *School Readiness; Welfare Services
IDENTIFIERS- *Family Support; Project Head Start

This paper describes a project designed to facilitate and evaluate child and family mental health in the community, inside and outside of Head Start programs. Also detailed is a study of the effects of "Community Impact" programs and 6-week, focused, group interventions for children and families in programs predicted to increase children's emotional security and readiness for learning while enhancing the family interactions among Head Start-aged preschoolers, their parents, and caretakers. The study evaluated two initiatives: the effectiveness of existing community programs for families and of an innovative competence building program for culturally diverse groups coping with developmental stressors of parent/child interaction or more extreme stress and trauma. This Community Impact program provides such children's services as tutoring, early Head Start and enrichment activities; preschool, adolescent, and adult literacy programs; ESL instruction; drug rehabilitation; AIDS support; and food learning activities, and next steps. Handouts are included for each module. Module One, "Learning about Each Child--The First Step in Individualizing," provides an overview of the individualizing process. Module Two, "Creating Essential Partnerships--Families and Staff Working Together," allows participants to establish partnerships with families so they can share information about each child. Module Three, "Individualizing Every Day--An Ongoing Dynamic Process," encourages participants to respond to each child's unique characteristics by individualizing all aspects of the curriculum. Module four, "Responding to Children's Progress--The Ongoing Process Continues," builds participants' ability to conduct ongoing assessment. The final sections of the guide contain continuing professional development and resource lists. Five appendices address individualizing, culturally competent practices, screening instruments, characteristics of strong partnerships, and assessment in Head Start. (SD)

ED 424 019 PS 026 997

Family Partnerships: A Continuous Process. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 113p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Family Attitudes; Family Environment; *Family Involvement; *Family Life; Family Needs; *Family Role; *Family School Relationship; High Risk Students; Parent Participation; Parent School Relationship; *Partnerships in Education; Preschool Children; Preschool Education; Resource Materials; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

Noting that developing a Head Start family partnership is an ongoing process that begins at enrollment and continues through transition out of the program, this guide for directors and staff looks at the process of developing such partnerships and provides the skills and information needed to form meaningful partnerships. Following an introductory section, the guide presents four training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are include for each module. Module One, "Partnering with Families," guides and encourages staff in the use of professional practices to engage each family in a family partnership agreement process. Module Two, "Exploring Family Growth," takes an in-depth look at the family's growth and development and provides information for assessing the impact of significant life events. Module Three, "Making Family Goals a Reality," provides staff training on helping families identify and achieve their goals utilizing a six-step approach. Module Four, "Practicing Professionalism," examines strategies surrounding the professional issues of confidentiality, roles and boundaries, mandated reporting and record-keeping. The final section of the guide contains continuing professional development and sources for supplemental information that can assist participants in extending the learning opportunities begun in this guide. (SD)

Blatchford); and (8) "Humanities: Developing a Sense of Place and Time in the Early Years" (Heal and Cook). Part III, "Cross-Curricular Learning," contains these chapters: (9) "Fostering Creative Development" (Duffy); and (10) "Thinking about Me and Them: Personal and Social Development" (Roberts). Each chapter ends with notes on further recommended reading and information for further development in the particular curriculum area and offers a comprehensive reference section to current readings. (EV)

ED 424 036 PS 027 048

Helm, Judy Harris, Ed.
The Project Approach Catalog 2 by the Project Approach Study Group.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 146p.; For 1996 version of this catalog, see ED402068. Catalog prepared for the Annual Meeting of the National Association for the Education of Young Children (Toronto, Ontario, Canada, November 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Cooperative Learning; Creative Development; *Discovery Learning; Early Childhood Education; Educational Research; Elementary Education; Foreign Countries; Freehand Drawing; Group Activities; Higher Education; Instructional Innovation; Internet; *Learning Activities; Problem Solving; Special Needs Students; *Student Projects; Teacher Education; Teaching Methods
IDENTIFIERS- Canada; *Project Approach (Katz and Chard); University of Alberta (Canada)

Projects are in-depth studies of a topic undertaken by a class, a group, or an individual child. Projects are intended to strengthen children's dispositions to be interested, absorbed, and involved in in-depth observation, investigation, and representation of worthwhile phenomena in their own environments. This Catalog on the Project Approach, the second of its kind, describes and illustrates 13 projects done by children in early childhood and elementary classrooms on topics such as: trees, paper, playgrounds, building, potatoes, balls, cars, the vet, the hospital, shoes, water, and baby blankets. In addition to the project descriptions, several articles address a variety of issues of common concern to teachers implementing the Project Approach. These include the phases of project work, project topic selection, the value of drawing in projects, introducing investigation skills with a mini-project, involving special needs students in projects, engaged learning and standards of work, and helping students at various levels of professional training to learn how to implement the Project Approach. Sections on research and implementation of the Project Approach in Canada, and on the Internet and the Project Approach (including listserv discussions), are also included. The Catalog's final section, "Resources for Implementing the Project Approach," includes four ERIC Digests, a glossary, a list of recommended books, an ERIC bibliography on the Project Approach, information on a Project Approach summer institute, and a list of contributors to the Catalog. (EV) pretest SEI scores. At posttest, self-esteem was unchanged in the very low group, increased in the low and moderate groups, and decreased in the high group. Subgroup behaviors and participant perceptions of course effects on their own self-esteem are discussed. (Contains 17 references.) (SV)

ED 424 054 RC 021 703

Bartle, Mike
The Task of Adventure within the Peace and Reconciliation Process.
PUB DATE- 98
NOTE- 19p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Community Relations; Conflict Resolution; Experiential Learning; Foreign Countries; Holistic Approach; *Individual Development; *Peace
IDENTIFIERS- Northern Ireland; *Spiritual Development; *Spirituality

This paper introduces the notion of a spiritual component of adventure, with reference to the potential role of adventure within the peace and reconciliation process in Northern Ireland. Influenced by tradition and culture, past constructions of adventure have often associated it with educational benefits and personal development of specific virtues. A deconstruction of adventure focuses on whether adventure furthers the understanding of an individual's experience, or whether, through its location or language, creates a form of paralysis, such as lack of engagement or focus on self-gratification. A new construction of adventure is proposed that requires a radical rethinking: accepting that cultural traditions and desires influence much of adventure, and that adventure offers greater opportunities for holistic than individual development. Adventurous encounters may help us to see the intimate connections between ourselves and the external world and to interact with our "superconsciousness" or spiritual self. The stages of spiritual realization mirror some reactions that people display while experiencing adventure. Reconciliation is a process concerned with identifying the history of broken communities and locating the nature of their disconnection. As dynamic states, reconciliation and peace require the development of skills to communicate and accept alternate perspectives. Adventure assists reconciliation through shared spiritual experience, recognition of our interdependence, and fostering of sense of community. The use of adventure experiences in Corrymeela Community in Northern Ireland is briefly described. (Contains 48 references.) (SV)

ED 424 055 RC 021 704

Gilbert, Blair
The Development of a New Zealand Tertiary Qualification in Adventure Based Social Work.
PUB DATE- 98
NOTE- 9p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

legible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Conventional Instruction; Curriculum Development; Delivery Systems; *Distance Education; Foreign Countries; High Schools; Higher Education; Locus of Control; Majors (Students); Open Universities; *Predictor Variables; Sex Differences; Specialization; Statistical Analysis; *Student Characteristics
IDENTIFIERS- Al Quds Open University (Jordan); Palestine; Science Majors

The aim of this study was to investigate some of the learner variables that may have an influence on university academic achievement in a distance versus a conventional education setting. Descriptive and analytical statistics were used to analyze data by using "Pearson r," and "F-test." Results revealed that the university academic achievement for both types of education has been affected significantly by similar variables, including prior high school academic achievement (a positive correlation), prior high school specialization (in favor of science), and university specialization (in favor of science), and that the gender factor (in favor of females) has significantly affected the university academic achievement in a distance education setting. A second finding was that university achievement in both types of education have not been affected significantly by the variables of locus of control, work responsibility, or the university academic level. According to these results, the researcher recommends that university curriculum planners consider courses in science to be compulsory courses regardless of students' specialization. Such courses are expected to force students to use their mental processes deeply during learning, hence, to enhance their academic achievement. Two figures illustrate conditions that affect learners' academic achievement and variables affecting university academic achievement. Contains 15 references. (Author/DLS)

ED 423 834 IR 019 055

Ertmer, Peggy A.; Hruskocy, Carole; Johnson, Tristan; Lai, Feng-Qi
START (Student Trainers as Resource Technologists): An Alternative Approach to Technology Integration.
PUB DATE- 98
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Computer Attitudes; *Computer Uses in Education; Educational Change; Educational Technology; Elementary Education; Instructional Effectiveness; Qualitative Research; School Culture; *Student Attitudes; Student Leadership; Student Surveys; *Teacher Attitudes; Teacher Surveys; Training; Tutors; Use Studies; Workshops
IDENTIFIERS- Change Analysis; *Computer Use; *Technology Integration; Technology Utilization

This study investigates the effectiveness of integration efforts at an elementary school, where for the past 2 years, all

Reflection as a Means of Developing Expertise in Problem Solving, Decision Making, and Complex Thinking of Designers.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Constructivism (Learning); *Critical Thinking; *Decision Making; Designers; Educational Strategies; *Instructional Design; Literature Reviews; Models; *Problem Solving; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- Hypothesis Formulation; Instructional Design Professionals; *Reflection Methodology; Reflection Process; Reflective Practice; *Reflective Thinking

This paper focuses on reflection and reflective thinking as a means of developing expertise in instructional designers. The need for the reflective instructional designer is discussed, and reflective thinking is examined from several perspectives, i.e., controlled thinking, tacit knowledge, epistemic assumption, abductive reasoning, willingness to act, and social practice. A reflective thinking model made up of the following five phases is then described: problem recognition; problem clarification; hypothesis or suggestion formation and modification; mental elaboration of suggestions; and actions taken on the basis of the best supported hypothesis/suggestion. Six components explain the nature of reflective thinking: willingness to be thoughtful; willingness to recognize and understand the context in which assumptions and actions are formed; willingness to explore and imagine alternatives; understanding and accepting epistemic assumptions; using abductive inference; and exposure to a variety of interpretive considerations in dialogue with others. Three aspects of reflection identified by the preceding model--self-reconstruction; action-reconstruction; and social-reconstruction--are considered, and strategies for promoting reflective thinking in instructional designers based upon these aspects are offered. A figure illustrating the reflective thinking model is included. (Contains 26 references.) (DLS)

ED 423 851 IR 019 072

Moore, David M.; Dwyer, Francis M.
Effect of Color-coding on Locus of Control.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cardiovascular System; *Cognitive Style; *Color; Comparative Analysis; Design Preferences; Higher Education; *Instructional Design;

Education; Information Retrieval; *Information Services; *Internet; Listservs; Tables (Data); *Teacher Attitudes; Teacher Characteristics; Teacher Surveys; Teaching Methods; Use Studies
IDENTIFIERS- Computer Use; File Transfer Protocol; Gopher; Technology Role; *Technology Utilization; Training Needs

This exploratory study was designed to investigate the use of services available on the Internet by faculty in a public university in the United States. It examined the manner and frequency of faculty use of the Internet, their perception of the role of different Internet services in support of teaching and research, and the factors associated with their use of these Internet services. A 30-item questionnaire was distributed at faculty meetings; 158 completed questionnaires were returned (88% response rate). Results show that a majority of faculty were exposed to Internet use. Eighty-five percent of the faculty used at least one of the Internet services. Faculty were aware of the role of the Internet in their professional development and they used it in support of teaching and research. E-mail is still one of the most popular services among the faculty, even though other services are gaining popularity. Faculty use of mailing lists was low. For information search and retrieval, the World Wide Web showed the highest rate of use, with Gopher rated second and FTP (file transfer protocol) the lowest. Results point to the need for faculty training in order to promote the maximum use of Internet services. Several graphs and tables present data. (AEF)

ED 423 868 IR 019 089

Weiss, Renee E.; Morrison, Gary R.
Evaluation of a Graduate Seminar Conducted by Listserv.
PUB DATE- 98
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Communication Research; *Computer Mediated Communication; *Computer Uses in Education; Content Analysis; Cooperative Learning; Distance Education; Graduate Study; *Group Discussion; Higher Education; Instructional Improvement; Interviews; *Listservs; Questionnaires; Student Attitudes; Student Surveys; Teacher Attitudes; Use Studies
IDENTIFIERS- Face to Face Communication

This study examined the efficacy of a class discussion conducted by listserv which was used instead of classroom meetings for a graduate seminar. Research focused on whether this mode of communication was successful for the purpose of the course, and how this mode of communication could be improved as a means for replacing or supplementing face-to-face classroom discussion. Eight students and two faculty members made up the discussion group. Data were collected through analysis of all of the listserv messages, a student questionnaire, and interviews with instructors. Results indicated that: this method of communication was successful for the purpose of this class; students critically analyzed and synthesized reading material; and the listserv had the advantages of greater opportunity to consider responses and convenience compared to face-to-face

This publication teaches parents and their grades 3-8 children how to create simple essays and multimedia presentations, all designed to produce more interesting and better quality school assignments. Each chapter presents several cogent ideas for turning a homework assignment into a creative computer project, as well as step-by-step instructions on building each part. Throughout the book, peripherals that expand the computer's power -- printers, CD-ROM, scanners, microphones, modems, and video digitizers -- are introduced and their uses are explained. Software programs and online services are also discussed. The chapters are divided into the following five sections: (1) "Author, Author!" --writing and desktop publishing; (2) "Becoming a Knowledge Navigator" -- CD-ROM and online references; (3) "It's Multimedia Showtime!" -- alternative presentation methods; (4) "You Won't Know Unless You Experiment" -- computer simulations and music technology; and (5) "Relief for Everyday Homework Headaches" -- homework and tutoring software. Three appendices include Internet resources; print resources; contact information for mail-order products; a software guide containing title, platform and format, and publisher information, and comments; and a software publishers directory containing company names and contact information. (Contains an index.) (DLS)

ED 423 886 IR 019 119

Smarte, Lynn
ERIC Annual Report, 1998. Summarizing the Recent Accomplishments of the Educational Resources Information Center.
PUB DATE- 98
NOTE- 33p.; Covers 1997. For the prior report, covering 1996, see ED 411 781.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Bibliographic Databases; Budgets; *Educational Research; *Educational Resources; Information Dissemination; Information Retrieval; *Information Services; Listservs; Organizational Objectives; Partnerships in Education; Publications; World Wide Web
IDENTIFIERS- AskERIC; *ERIC; ERIC Clearinghouses; ERIC Digests; ERIC Document Reproduction Service; Gateway to Educational Materials

The Educational Resources Information Center (ERIC) system consists of a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and three supporting service components. ERIC is sponsored by the United States Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For over 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC bibliographic database contains over 950,000 records of education-related documents, books, and journal articles. In 1997-1998, electronic delivery of ERIC documents by the ERIC Document Reproduction Servicce (EDRS) moved from the test phase to the operation phase; ERIC added an adjunct clearinghouse and an affiliated clearinghouse; and two special projects went online - the Gateway to Educational Materials catalog, and the Virtual Reference Desk's AskA Locator. Highlights, with illustrations, include the ERIC mission, audience and goals; an overview of the ERIC Database, user services, publications, and products; ERIC Clearinghouses' 1997 Bestsellers; internet nineteenth century philosopher Friedrich Nietzsche, in order to inform philosophy librarians as to the nature of the particular body of literature. Using the "Philosopher's Index" database to locate all the Nietzschean literature published between 1986 and 1995, defining characteristics of this body were identified. Descriptive bibliometric analysis was used to identify principal authors, language of creation, the journals in which Nietzschean literature has most frequently appeared, as well as whether the number of materials published in this area has varied much over a 10-year span of study. Behavioral bibliometric analysis was also undertaken on a sample of the population, analyzing the citations within the sample in order to identify principal works and authors cited within Nietzschean literature. A brief biography is included, as well as an overview of Nietzsche's philosophy. Data are presented in one figure and eight tables. Suggestions for future research are included. Three appendices contain sample "Philosopher's Index" records; sample discards from "Philosopher's Index" initial data set; and sample "Arts and Humanities Search" records. Contains 37 references. (Author/DLS)

ED 423 906 IR 057 208

Croston, Kendel R.
On the Road to Expansion: Canton Public/Stark County District Library 1929-1997.
PUB DATE- 97
NOTE- 91p.; Master's Research Paper, Kent State University. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- Access to Information; *Bookmobiles; *Branch Libraries; Childrens Libraries; Elementary Secondary Education; *Library Development; Library Extension; Library Facilities; Library Research; Library Services; *Outreach Programs; Partnerships in Education; *Public Libraries; School Libraries; Youth Programs
IDENTIFIERS- *Library Growth; *Library History; Library Public Services; Ohio (Canton); Ohio (Stark County); Research Results

This paper covers the history of the Canton Public/Stark County District Library (CPL), focusing on the years 1929-1997. The paper focuses on the broadening of the library's services, including the development of reference services, service to young adults, and a variety of outreach activities. A literature review discusses the history of the library during this time period in social context. The study is based on information from sources such as CPL board of trustees minutes; CPL annual reports; pamphlets from the library's collection; newspaper articles; interviews with present and former staff members; a thesis written about the library; reports and articles written by library staff; and journal articles and books written about branch libraries and bookmobiles. Topics discussed include: new departments and services at the main library; need for expansion and the struggle to obtain a new building; special services and outreach activities; branches; and bookmobiles. (Contains 227 references and 22 illustrations.) (Author/DLS)

ED 423 907 IR 057 209

Recognizing Fundraising Opportunities. Training Manual and Videotape .

ED 423 926 JC 980 418

Van Den Hende, Mark
The Community College and Title IX.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *Community Colleges; Educational Administration; Educational Change; *Educational Finance; *Educational Legislation; *Educational Policy; Guidelines; Student Needs; Two Year Colleges
IDENTIFIERS- *Title IX Education Amendments 1972

Since its inception in 1972, Title IX has changed how the American higher education system functions at all levels. Colleges and universities continue to struggle to comply with Title IX's unspecified standards for accommodating the interests and needs of students. Due to community college administration structures and funding sources typically being tied to local taxes, minimum tuition fees, and state federal agency politics, efforts to comply with Title IX have been addressed with trepidation. Politically "hot" problems include teacher cutbacks, inadequate facilities and equipment, too many students, and lack of community and administrative support as institutions unable to comply with the unspecified Title IX standards are making decisions out of fear of lawsuits rather than out of practical concerns. This paper re-examines Title IX in an attempt to establish limits and objectives more clearly, as well as to define its purpose. By reducing ambiguities related to Title IX, higher education institutions would be released from responsibilities of its interpretation, thereby avoiding unnecessary court cases. Consequently, savings from litigation expenses could save millions of dollars that could be spent on educational programs. (AS)

ED 423 927 JC 980 419

Schnook, Friedrich P.
The School-To-Work Consortium: An Analysis of Interorganizational Relationships.
PUB DATE- 98
NOTE- 97p.; Master's Field Project, University of Wisconsin Oshkosh.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Education Work Relationship; *Employment; Federal Legislation; *Institutional Research; Partnerships in Education; Postsecondary Education; *Role of Education; Secondary Education; Transitional Programs; Vocational Education
IDENTIFIERS- School to Work Opportunities Act 1994

This case study examines the relationships of three organizations participating in the Northwest Wisconsin School-To-Work Consortium, and analyzes the consortium's development over the past 4 years. Signed into law in May 1994, the federal School-To-Work Opportunities Act marked the beginning of a new educational movement to better prepare American secondary students for postsecondary education and the workplace. The Act requires that consortiums of secondary and postsecondary interviewing and public speaking; (2) what specific subject information should be included in training manuals; (3) how full and part-time faculty can more accurately utilize the oral communications handbook; and (4) how the modules will be validated. Procedures used to complete the development of these training manuals included conducting a review of competency-based education literature, a reevaluation of the original modules in the Oral Communication handbook, development of a formative committee consisting of three full-time and three part-time faculty to assess content for supplementary modules, written study guides and practice cycles based on preliminary research, evaluation of supplementary module drafts related to practical application of material by another formative committee, completed study guides and practice cycles for all oral communication instructors; and finally, an evaluation of the modules by a team consisting of the department chair, assistant chair, and two full-time and two part-time faculty members. (Contains 23 references.) (AS)

ED 423 947 PS 025 182

Talking with TJ: Conflict Resolution Series. Program Kit Multimedia .
PUB DATE- 94
NOTE- 105p.; For "Talking with TJ: Teamwork Series," see PS 025 183.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Aggression; Anger; *Conflict Resolution; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; *Interpersonal Competence; Intervention; Prevention; Skill Development; Violence

Noting that just as violent behavior is learned, so is nonviolent behavior, this instruction program is designed to help children in grades 2-4 learn to resolve conflicts without resorting to violence. Through the program, children develop important skills of managing anger and choosing alternatives to violence, respecting different points of view when trying to resolve a problem, and using friendly words instead of fighting words. The program consists of six 50-minute sessions, 2 each for the program's conflict resolution steps: "keep your cool," "take a new look," and "say the right thing." Each of the sessions proceeds with a warm-up to focus on the topic at hand, a watch-and-talk section during which students view a videotaped scenario and discuss it, includes follow-up activities, and finishes with a recap that shows children how to use their new skills in their own lives. The teaching kit for this program contains a leader's guide detailing how to run the program and outlining each of the sessions; a videotape introducing "TJ" (a teen radio talk show host who serves as a mentor for the children) and containing session instructions for the leader and the conflict resolution scenarios for each of the sessions; "trouble-stoppers" posters for the classroom; posters containing "power phrases" the students learn from "TJ"; and take-home pages for the students. Also included is a brochure outlining features of the program and the "behind the scenes" work of the program's development. (HTH)

ED 423 948 PS 025 183

Talking with TJ: Teamwork Series. Program Kit Multimedia .

inclusion of nontraditional stakeholders on the board to influence decisions; (2) clarification of the focus before the state funds additional demonstration programs; (3) viewing planning as a critical component of program success; (4) local evaluation of teams' satisfaction with the decision-making process; (5) an in-depth analysis of the contract approval process to identify problems causing delays; (6) the use of educational activities to bridge the knowledge gap among team members; and (7) provision of systematic technical assistance regarding the content of local plans and strategies. Reactions to the report from team leaders and executive directors, county collaboration coaches, and the Department of Human Resources are appended.) (KB)

ED 423 966 PS 026 882

Bryant, Donna; Burchinal, Margaret; Buysse, Virginia; Kotch, Jonathan; Maxwell, Kelly; Neenan, Peter; Noblit, George; Orthner, Dennis; Peisner-Feinberg, Ellen; Telfair, Joseph
Smart Start Evaluation Plan.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Data Collection; *Early Childhood Education; Evaluation Methods; *Family Programs; *Health Services; *Integrated Services; Partnerships in Education; *Program Evaluation; Research Methodology; State Programs; Young Children
IDENTIFIERS- North Carolina; Program Objectives; *Smart Start NC

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under 6 years of age and their families. This report describes the comprehensive plan to evaluate the state and local goals and objectives of the program, focusing on the components addressing the summative evaluation, especially the emphases on quality and objective outcomes. The report describes the data collection strategies for each of the following goals: (1) children are healthy and prepared to succeed in school; (2) families effectively will fulfill their role as primary providers, nurturers, and teachers; (3) high quality, affordable services for children and families; and (4) North Carolina counties value children and families by providing options, resources, and encouraging collaboration. For each goal, the following information is provided: specific outcomes, measurement strategies/techniques, data sources, domains covered by the measurement strategy, times of data collection, numbers of subjects assessed, and subject selection process. Also discussed in the report are procedural issues such as informed consent and data collectors, and limitations of the evaluation plan. (Author/KB)

ED 423 967 PS 026 883

Bryant, Donna; Adkins, Amee
Keeping the Vision in Front of You: Results from Smart Start Key Participant Interviews.
PUB DATE- 95
NOTE- 34p.; Report to the Department of Human Resources by the Smart Start Evaluation Team.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Family School Relationship; Models; Preschool Education; *Preschool Teachers; Professional Development; Program Effectiveness; School Community Relationship; *Staff Development; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS- Project Head Start

The Personnel Preparation Curriculum is a collaborative consultative model for training professionals, including Head Start teachers, parents, and paraprofessionals, to work with families to address the educational needs of children. The activity-based model views families as being in charge, and professionals as partners with parents. Six collaborative consultative skills constitute the body of training: cooperation, consultative time-sharing, conversational instruction, shared expertise, self-evaluation, and collaborative brainstorming. The curriculum was field tested at 36 sites with 230 professionals, including Head Start teachers, and found to be successful on the basis of three positive effects: (1) trainees in the program demonstrated retention of collaborative and consultative working strategies after six months; (2) trainees reflected that they routinely used the research-based knowledge acquired by participating in family-focused activities in their day-to-day professional work with families; and (3) trainees, regardless of discipline or level of experience, indicated they understood the meaning of "shared expertise" and felt comfortable working as partners with parents and family members. (The six session training guide, which contains activity worksheets and projects, is included. Contains 30 references.) (JPB)

ED 423 985 PS 026 930

Kellough, Richard D.; Kellough, Noreen G.
Middle School Teaching: A Guide to Methods and Resources. Third Edition.
PUB DATE- 99
NOTE- 467p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Elementary School Curriculum; Higher Education; Instructional Development; Instructional Materials; Intermediate Grades; Junior High Schools; *Middle Schools; Professional Development; Secondary School Curriculum; Student Evaluation; Teacher Education; Teacher Evaluation; Teacher Expectations of Students; Teacher Responsibility; *Teaching Methods
IDENTIFIERS- Middle School Students; *Middle School Teachers

Intended for middle school instructors or teacher education students in middle school methods courses, this guide provides a practical, concise, criterion-referenced, performance-based mastery learning model for effective teaching. The guide is organized around four components: why the rationale to support the components that follow; what the teacher will be teaching; how it will be taught; and how well-how effective the teacher is at teaching. The four parts of the guide correspond to these kitchens. Preliminary data suggest lasting benefits from these interventions. The 6-week differentiation focus group interventions, based on the Lapidus Active Mastery Model, involve training in normative development and goal setting, spatial relations, emotional intelligence, cognitive enrichment, and guided discussion of tasks' applications. Preliminary study results indicate that these group interventions improved coping skills; competencies; family interactions; education readiness in young children; achievement in older siblings, parents and caretakers; and self-sufficiency in all participants. (JPB)

ED 424 002 PS 026 967

Lopez Larrosa, S.; Candau, X.; Novella, A.
Spanish Preschoolers at Home: Mothers' Ideas, Home and Children Social Skills.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Symposium for the European Conference on Quality in Early Childhood Settings (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Principles; Family Environment; Foreign Countries; *Interpersonal Competence; *Learning Experience; Mother Attitudes; *Mothers; Parent Child Relationship; Parent Influence; *Parent Role; *Preschool Children; Preschool Education
IDENTIFIERS- Home Observation for Measurement of Environment; Spain

This study investigated the relationship between mothers' ideas about personal values and educational principles and their provision of learning experiences, language stimulation, physical environment, pride, academic orientation, social maturity, and variety of experiences and acceptance for their preschool children. Subjects were 52 three-year-old children and their mothers living in 3 different regions in Spain participated. Variables were measured by the Home Observation for Measurement of the Environment scale (HOME). HOME scores were also correlated to sociodemographic variables such as child gender, mother's educational level, mother's ideas about nature and nurture, and the children's social skills. Findings indicated relationships between the ideas mothers held and the HOME scores. Only two HOME subscales seemed irrelevant to the analysis performed: physical environment and pride towards the child. Higher mother's educational level and family income were related to higher HOME scores. Mothers who were environmentalists and interactionist offered their children a greater variety of home experiences. Children's social skills were not related with HOME punctuations, except for using money and accepting the child. (JPB)

ED 424 003 PS 026 968

James, Allison; Jenks, Chris; Prout, Alan
Theorizing Childhood.
PUB DATE- 98
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Development; *Children; Constructivism

ED 424 020 PS 026 998

Including Children with Significant Disabilities in Head Start. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 165p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Disabilities; High Risk Students; *Inclusive Schools; Individual Needs; Mainstreaming; Normalization (Disabilities); Preschool Children; Preschool Education; Resource Materials; *Special Needs Students; *Staff Development; Training Methods; Workshops
IDENTIFIERS- Attitudes toward Disabled; Disability Awareness; Disability Management; *Project Head Start; Special Needs Children

Intended to help Head Start programs recruit and include children with significant disabilities and their families, this guide offers Head Start staff tools to work more collaboratively to plan and implement integrated services for all children, especially children with significant disabilities. Following an introductory section, the guide presents three training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module One, "Getting Ready," helps participants identify how their own experiences and assumptions influence their relationships with children with significant disabilities and offers strategies that can be used to be more family centered. Module Two, "Making it Work," helps participants adapt their practices and develop strategies to support the participation of children with significant disabilities in their Head Start Programs. Module Three, "Promoting Collaboration," helps managers work more effectively with service providers and community agencies to recruit and include children with significant disabilities and their families. The final sections of the guide offers continuing professional development and resource lists that staff can use to learn more about the key issues presented in the guide. (Contains 14 appendices that detail specific disabilities.) (SD)

ED 424 021 PS 026 999

Transitions: Parents Are Key. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 86p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Day Care; Early Childhood Education; Family

ED 424 037 PS 027 072

What Should Parents and Teachers Know about Bullying?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 9C
NOTE- 6p.; This brochure is based on the 1997 ERIC Digest (ED 407 154), "Bullying in Schools" written by Ron Banks of the ERIC Clearinghouse on Elementary and Early Childhood Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Aggression; *Behavior Problems; *Bullying; Childhood Attitudes; Children; Elementary Secondary Education; *Intervention; Parent Role; Peer Relationship; Prevention; School Role; Teacher Role

This brochure is intended to inform parents and teachers about the nature of bullying and ways to address the problem. Questions answered in the brochure are: (1) "what is bullying?"; (2) "how extensive is bullying?"; (3) "what are some characteristics of bullying?"; (4) "what are some characteristics of victims?"; (5) "what are some consequences of bullying?" (6) "what are some perceptions of bullying?"; and (7) "what are some intervention programs?" A list of source organizations for additional information on bullying is included. (HTH)

ED 424 038 PS 027 105

Cesarone, Bernard
Video Games: Research, Ratings, Recommendations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Aggression; Children; *Computer Games; Computer Software Evaluation; Demography; Elementary Secondary Education; *Mass Media Effects; Parent Role; Rating Scales; Self Concept; Sex Differences; *Video Games; *Violence
IDENTIFIERS- *Electronic Games; *ERIC Digests; Video Arcades

This Digest reviews research on the demographics and effects of video game playing, discusses game rating systems, and offers recommendations for parents. The Digest begins by discussing research on the time children spend playing electronic games, which shows that younger children's game playing at home (90% of fourth-graders played at least one hour per week, according to one study) decreases in favor of game playing in arcades as they get older. Studies also consistently show that boys play more electronic games than girls, although girls perceive themselves to have peer approval for moderate amounts of game playing, and both boys and girls enjoy violent electronic games. The Digest then discusses research on the effects of playing violent games. Studies tend to show an increase in arousal and aggression in subjects who have played a violent versus a nonviolent game, although there may still be

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Biculturalism; College Programs; *Educational Certificates; Foreign Countries; Higher Education; Maori (People); Multicultural Education; Program Development; *Social Work
IDENTIFIERS- *Adventure Therapy; New Zealand; *Waiariki Polytechnic (New Zealand)

This paper describes the development of an adventure therapy qualification, the Certificate in Social Work (Activity Based), at Waiariki Polytechnic, New Zealand. New Zealand has an extensive range of outdoor opportunities, and a large percentage of the population is involved in outdoor activities. Although many therapeutic programs involve young people in the outdoors, few programs have both skilled outdoor instructors and skilled therapists. The Certificate aims to give social work students a basic understanding of adventure therapy. Students who pursue further training will then become either social workers who refer clients to adventure programs or facilitators within such programs. Either way, they will have knowledge about the effective use of the outdoors for at-risk young people in New Zealand. The 1-year curriculum contains 8 required training modules and 12 optional modules, of which the student chooses 5. Since the indigenous Maori people are overrepresented in criminal convictions, poor health status, and welfare involvement, an important element of the program is its emphasis on biculturalism. Maori cultural values and customs are taught and supported in the classroom. In addition, the adventure approach connects well with Maori traditional ways of working and learning. Examples are given of adventure activities related to Maori culture and history. (Contains 11 references.) (SV)

ED 424 056 RC 021 705

Itin, Christian
The Seventh Generation in Adventure Therapy.
PUB DATE- 98
NOTE- 12p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; *Hypnosis; *Language Usage; Metaphors; *Psychoeducational Methods; Therapy; *Transfer of Training
IDENTIFIERS- *Adventure Therapy; Erickson (Milton H)

Hypnotic language provides a powerful tool for the transfer of learning in adventure therapy. It allows the therapeutic adventure practitioner to use the client's experiential language to enhance the isomorphic connections of the adventure activity and to draw upon and develop the client's unconscious resources to support client goals. This paper provides a basic outline of hypnotic language and examples of its use in adventure therapy. An introduction explains hypnotic language within the context of Erickson's model of psychotherapy and the "pakeha" (New Zealanders of European heritage) dominated mental health care and youth justice systems of the value of Maori knowledge, accompanied by financial support for Maori-operated mental health services. (Contains 39 references and a glossary of Maori terms.) (TD)

ED 424 072 RC 021 721

Haynes, Laurie; Gallagher, Stephen
The Wilderness Intervention Program: Change through Mentoring.
PUB DATE- 98
NOTE- 7p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Clergy; Counselor Client Relationship; Foreign Countries; *High Risk Students; High School Students; High Schools; *Mentors; Milieu Therapy; *Nondirective Counseling; Self Concept; *Therapeutic Recreation; Wilderness
IDENTIFIERS- *Adventure Therapy; Australia (Western Australia); Pastoral Counseling

The Churches Commission on Education is an Australian interdenominational body committed to developing holistic programs for student well-being in the government school system. School chaplains provide a formal Christian presence, pastoral care, and counselling, and often work on programs for students with social, emotional, or behavioral difficulties. A history of the commission's Wilderness Intervention Programs from 1993 to the present shows the evolution of the current model, which combines wilderness experiences with cognitive-behavioral models of psychology and pastoral care approaches to relationship-building and mentoring. The programs work with high school students with poor self-concept, special education students, low-achieving students, students at risk for depression, and students with truancy or behavioral problems. The wilderness experience involves up to 10 days of bushwalking, abseiling, and canoeing and provides a catalyst for the ongoing mentoring relationship between student and chaplain. School psychologists have measured social, emotional, or behavioral changes resulting from the programs, using standardized tests. Although statistical results have been mixed, observed social benefits from the programs include decreased "acting out" in class and improved relationships with peers, teachers, and family. Spin-off benefits include a unique experience, mastery of certain outdoor skills, and increased motivation and satisfaction. (Contains 19 references.) (TD)

ED 424 073 RC 021 722

Mossman, Elaine
An Evaluation of the Outdoor Adventure Challenge Programme (OACP) at Rolleston Prison.
PUB DATE- 98
NOTE- 13p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English

Secondary Science Classes in USA, Singapore and Australia.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Las Vegas, NV, April, 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Comparative Education; Foreign Countries; *Interpersonal Communication; *Science Education; *Science Teachers; Secondary Education; *Secondary School Science; *Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- Australia; Singapore; United States

This paper examines relationships between teachers and students. Data was gathered through administration of the 48-item version of the Questionnaire on Teacher Interaction (QTI). At least 20 secondary science classes in three countries responded to the QTI indicating their perceptions of their science teachers' interpersonal behavior. Cross validation data is provided on the use of the QTI in the United States, Singapore, and Australia. Comparisons are made between the students' perceptions in each country. (Contains 25 references.) (DDR)

ED 424 090 SE 061 660

DuFour, Marilyn Berry; Courter, Linda Kothera; Garvin, Dennis M.
PARK-IT! Elementary School Land Laboratories in Toledo City Parks. Curriculum Activity Guide, Grades K-1.
PUB DATE- 97
NOTE- 60p.; Illustrated by Dennis M. Garvin. Project funded by grants from the Ohio Environmental Education Fund and the Toledo Urban Forestry Commission. For other documents in "Park-It!" series, see SE 061 661-662.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Concept Formation; Cooperative Learning; Earth Science; Elementary School Science; *Environmental Education; *Field Studies; Hands on Science; Intermediate Grades; *Outdoor Education; *Parks; Partnerships in Education; Primary Education; *Science Activities; Science Education; Teaching Guides
IDENTIFIERS- *Land Laboratories; Ohio (Toledo); Stewardship

The project PARK-IT! represents a unique partnership between a public elementary school and a city park in which students and teachers utilize a small naturalized area of the park as a Land Laboratory, and in return become its stewards. The project also includes this curriculum activity guide which can assist teachers in using the Land Lab with students in grades K-1. The guide begins with an explanation of the importance of a land laboratory, guidelines for taking students outside, and preliminary activities to prepare for going to the site. Activities are grouped by such subject areas as soil, water, plants and animals. Activities address such concepts as soil compaction, soil types, erosion, evaporation, transpiration, plant classification, animal sign, and animal safety zones. Students learn to identify tree seeds, plant seeds, and nurture seedlings. The activities include journal questions and extensions. The guidebook also includes a summary chart of activities which contains an activity overview, purpose, science skills involved, and learning outcomes keyed to fourth

NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Educational Change; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Mathematics Education; Program Evaluation; *Science Education

This brief makes the case for reform that addresses multiple parts of an educational system, and increases the access, retention, and achievement of students from all subgroups in high quality science and mathematics education programs. It is recommended that those who evaluate these programs develop guideposts comprised of an equity metric, a way to measure progress toward equity. A chart of research-validated indicators of equity and an initial equity plan for a central city school corporation are presented. (DDR)

ED 424 114 SE 061 862

Vanneman, Alan
Long-Term Trends in Student Science Performance.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Age Differences; Elementary Secondary Education; Minority Groups; *Science Education; Sex Differences; *Standards; Statistical Data; *Student Evaluation
IDENTIFIERS- National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) continuously monitors the knowledge, skills, and performance of the nation's children and youth in a variety of academic subjects. Data from the NAEP 1996 Long-Term Trend Science Assessment show mixed results since the first assessment. Scores for all three age groups fell and then rose. Both 9- and 13-year-olds showed an overall increase, but 17-year-olds showed an overall decline. Scores for white students were higher than for blacks and hispanics for all three age groups, although scores for 9- and 13-year-old black students did improve, both absolutely and in comparison with white students. Thirteen-year-old and 17-year-old male students had higher scores than female students. (ASK)

ED 424 115 SE 061 863

Vanneman, Alan
Long-Term Trends in Student Mathematics Performance.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Ethnic Groups; Evaluation; *Mathematics Achievement; *Mathematics Education; National Competency Tests; *Sex Differences; Social Influences
IDENTIFIERS- Long Term Mathematics Assessment (NAEP)

The National Assessment of Educational Progress (NAEP) continuously monitors the knowledge, skills, and performance of the nation's children and youth in a variety of academic language. Kapilow personified two traditions in the music education field, that of Music Education as Aesthetic Education (MEAE) and Comprehensive Musicianship (CM). Kapilow's teaching can serve as a model for music teachers faced with administrative and political pressure to implement the National Standards. Robert Kapilow inspires each music educator to accept the Standards as a personal challenge to improve his or her teaching process, rather than as a prefabricated curriculum product mandated for implementation. (EH)

ED 424 141 SO 028 588

Hargreaves, David J.; North, Adrian C.
The Development of Musical Preference across the Life Span.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; *Aesthetic Values; Aesthetics; *Affective Behavior; Attitudes; Cognitive Processes; Design Preferences; Individual Needs; Music; *Music Appreciation; *Music Education; Values

This paper focuses on the relationship between the cognitive and affective aspects of listening to various music styles. The document describes two cross-sectional studies of the same sample of 275 subjects drawn from 5 age groups (9-10 years; 14-15 years; 18-24 years; 25-49 years; and 50 years). The first study deals with the development of tolerance for musical styles across the life span, and the second with the rated eminence of pop music artists. Both of these encompass aspects of stylistic knowledge and preference, and the results are discussed in terms of this cognitive-affective distinction. (EH)

ED 424 142 SO 028 591

Doering, Pamela L.
Increasing Cultural Awareness of Sixth Grade Geography Students through the Usage of Integrated Units, Literature Based Instruction, and Cooperative Learning Strategies.
PUB DATE- 97
NOTE- 71p.; M.S. Final Report, Nova Southeastern University
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Literature; *Cooperative Learning; *Cultural Awareness; *Cultural Literacy; *Geography; Grade 6; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Middle Schools; Multicultural Education; Social Studies
IDENTIFIERS- Florida

This research focused on increasing cultural awareness and cultural literacy among 17 world geography students in a Florida sixth-grade. Pre- and post-tests, surveys, cultural notebook evaluation sheets, a speaker's bureau directory log, accountability notebook log, and a cultural resource materials log were used to gather data. Strategies included integrated units on North America and Europe, literature-based instruction on cultural folk tales and novels, and cooperative learning group projects using computer technology. The target group demonstrated an increase in personal cultural experience as

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; *American Indians; Citizenship Education; Grade 4; Instructional Materials; Intermediate Grades; Junior High Schools; *Law Related Education; Laws; *Social Studies; State History; *United States History
IDENTIFIERS- *California Gold Rush; Spanish Frontier

This is volume one of a two-volume civics curriculum on law and effective citizenship for upper-elementary students. The lessons, set in American historical eras, engage students in cooperative-learning activities, role plays, simulations, readers theater, stories, and guided discussions, which introduce and reinforce law-related and civic education concepts and skills. Designed to meet the needs of a multi-centered student population, this curriculum features step-by-step teaching procedures, reproducible worksheet and activity masters, lessons linking the historical and law-related content to the present, and service-learning opportunities. This volume contains 3 units and 18 lessons in total. In unit 1, "Rules and Laws," students visit a Native American Chumash village and discover how rules and laws derived from myth and tradition help the Indians govern tribal life and resolve conflict. In unit 2, "Property," students meet Luisa, a girl living in a pueblo on the California Spanish frontier in the early 19th century. Students explore the concept of property and how law helps resolve conflicts over property. In unit 3, "Authority," students experience a hypothetical mining camp in California's Gold Rush era and discover what life might be like without effective authority. Students also examine executive, legislature, and judiciary roles. (EH)

ED 424 167 SO 029 271

Croddy, Marshall; Degelman, Charles; Doggett, Keri; Hayes, Bill
Adventures in Law and History. Volume II: Coming to America, Colonial America, and the Revolutionary Era. A Law and Civic Education Curriculum for Upper Elementary Grades with Units on Equal Protection, Due Process, Authority, and Rights and Responsibilities.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 97
NOTE- 145p.; For Volume I, see SO 029 270.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Colonial History (United States); Instructional Materials; Intermediate Grades; *Law Related Education; Laws; *Revolutionary War (United States); *Social Studies; State History
IDENTIFIERS- Bill of Rights; Madison (James); Massachusetts (Boston); New England

This is volume two of a two-volume civics curriculum on law and effective citizenship for upper-elementary students. The lessons, set in American historical eras, engage students in cooperative-learning activities, role plays, simulations, readers theater, stories, and guided discussions, which introduce and reinforce law-related and civic education concepts and skills. Designed to meet the needs of a multi-centered student population, this curriculum features step-by-step teaching procedures, reproducible worksheet and activity masters, lessons linking the historical and law-related content origins of radical and critical pedagogy and comments on how the approach can be used in introductory university art education classes. (EH)

ED 424 189 SO 029 876

VanFossen, Phillip J.
World Wide Web Resources for Teaching and Learning Economics. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Economics; *Economics Education; Educational Resources; Elementary Secondary Education; Social Studies; *World Wide Web
IDENTIFIERS- ERIC Digests

Technological resources abound for teachers of all subject areas, but for many reasons, such instructional technology seems to lend itself well to the social studies including economics. To help teachers efficiently use the latest economics resources available on the World Wide Web, this Digest identifies four sites that offer knowledge of economic concepts and principles and lesson plans to teach them. The four sites are: (1) the National Council on Economic Education Website; (2) EcEdWeb developed by the University of Nebraska (Omaha) Center for Economic Education; (3) CyberTeach; and (4) CyberEconomics. To help students acquire knowledge and gather information about economics, the Digest features six sites some of which provide access to up-to-the-minute information and others offer interactive instructional activities. The information sites are: (1) USA Today's Economy Track; (2) Orley Amos' Pedestrian's Guide to the Economy; and (3) EconomicsMinute. The instructional activities sites are: (1) NetNewsLine; (2) SMG 2000; and (3) Escape from Knab. (JH)

ED 424 190 SO 029 877

Sanchez, Tony R.
Using Stories about Heroes To Teach Values. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Citizenship Education; Elementary Secondary Education; Social Studies; *Values; *Values Education
IDENTIFIERS- Character Education; ERIC Digests; *Heroes; Trade Books

This digest discusses a method of teaching values by using the lives of heroes as examples. The trend for teaching values is to offer methods of analysis and judgment that lead to answers about right and wrong, better and worse concerning personal deficiencies or improve conditions identified as needing attention during site visits or through correspondence; and progress made toward meeting the new endorsement standards in several areas: Early Childhood Education, English, Mathematics, Science, Social Studies, Linguistically Different Education, Special Service areas, Professional Education, School Principals, and School Administrators. (SM)

ED 424 207 SP 038 173

Rancifer, Jesse L.
Teaching: A New Research Look at an Old Practice.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Fall Conference of the Arkansas Association of Teacher Educators (West Little Rock, AR, September 30-October 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Classroom Techniques; *Educational Environment; Elementary Secondary Education; Parent Attitudes; Student Attitudes; Teacher Attitudes; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Coercive Behavior

This study used the Good Teaching Survey to identify productive teaching techniques as determined by students, teachers, administrators, and parents that would be more likely to yield desired results in today's schools. Survey topics included: teaching on one's feet; making learning easier; inducing students to learn; accountability for learning; coercion in the classroom; school/classroom climate; and teaching for understanding. Each of the categories contained four statements to bring out respondents' attitudes toward teaching. A total of 8 school districts within a 50-mile radius of Little Rock, Arkansas, participated. From the school districts, 39 students, 7 parents, 20 elementary teachers, 42 secondary teachers, 2 elementary administrators, 9 secondary administrators, and 4 others completed surveys. Data analysis indicated that participants believed the following: effective teachers teach on their feet; teachers should arrange classroom time to spend at least a minute with each student at their desks; teachers should not have adversarial relationships with students; teachers should use coercion with students, but should also be very caring and hard working; students should not feel threatened in the classroom or school; student learning is best when bridges are developed to link the old with the new; and good teachers keep all students actively engaged in classroom topics being taught. (Contains 11 references.) (SM)

ED 424 208 SP 038 174

Teaching in the New Millennium: How We Can Prepare Today's Teachers for Tomorrow's Schools. Hearing on Examining Innovative Teacher Training Methods and to Provide Information as to How Teachers can Receive Quality Professional Development. Committee on Labor and Human Resources, United States Senate. One Hundred Fifth Congress. Second Session (Columbus, OH, June 15, 1998).
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Taking Back Control: African Canadian Women Teachers' Lives and Practice. SUNY Series, Identities in the Classroom.
PUB DATE- 98
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *Black Teachers; Cultural Awareness; Cultural Differences; Diversity (Faculty); Diversity (Student); Elementary Education; *Females; Foreign Countries
IDENTIFIERS- Canada; *Caribbean

This book explores how African Canadian teachers can take back control over the education of African Canadian students, exploring and problematizing the issue from the standpoints of five elementary-level African-Caribbean Canadian women educators. Information for the book comes from classroom observations, life history interviews, teacher/student talk, student conversations, and conversations with teachers about their practice. Chapter 1 examines who the women are, how they define their educational project, how they conceptualize their practice, and what experiences and ideas have informed their pedagogy. Chapter 2 sets the narratives in the larger sociopolitical contexts of black women's educational activism, African-Caribbean immigration, black women in the labor force, and educational concerns of the black community. Chapters 3-5 focus on Bedford Elementary School, examining how teachers create learning environments where black students can flourish. The chapters are linked by the theme of multiple ways of living and moving in the world. Chapter 3 focuses on standpoint theory. Chapters 4 and 5 examine examples of pedagogy of black self-representation, a practice forged to help children understand their fractal, hybrid identities as Canadians of Caribbean heritage and of African descent. Chapter 6 is an epilogue that shares ideas about black-focused pedagogy, the education of black girls, and the subject of black women. (SM)

ED 424 226 SP 038 195

Portner, Hal
Mentoring New Teachers.
PUB DATE- 98
NOTE- 108p.; "Foreword by Gerald N. Tirozz."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Interpersonal Competence; *Mentors; Peer Teaching; Program Development; Teacher Collaboration; Teacher Competencies; Teacher Evaluation; Teachers; Teaching Experience

This book presents a guide for setting up a new teacher mentoring program. Chapter 1, "Relating," stresses the important part a relationship plays in the mentoring process. A set of introspective exercises teaches ways to establish trust and pay attention to nonverbal communication. Chapter 2, "Assessing," provides ways to gather and diagnose data about a mentee's teaching, learning, and acculturation needs. Exercises and suggestions help determine how the mentee receives and processes information. Chapter 3, "Coaching," explains classroom observation and pre- and post-observation

ED 424 245 TM 029 117

Kakai, Hisako
The Use of Cross-Cultural Studies as a Way of Developing Critical Thinking Skills among College Students.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Critical Thinking; *Cross Cultural Studies; Cultural Awareness; Decision Making; Higher Education; Medical Education; Teaching Methods; *Thinking Skills

This paper examines the value of using cross-cultural studies for teaching critical thinking skills to college students. Critical thinking has been narrowly defined as an ability to think logically, abstractly, and objectively. Recently, however, a new model of critical thinking suggests the importance of adding multiple perspectives as a crucial component of critical thinking (K. Walter, 1994). Based on this new model, this essay discusses the use of cross-cultural studies as a pedagogical alternative for teaching critical thinking skills to college students. For the sake of argument, the paper uses an example of cross-cultural differences in medical decision making styles for cancer diagnosis in the United States and Japan. This example illustrates how medical decisions for cancer treatment are made differently in the two countries. To explain how the cross-cultural comparison of medical decision making styles can help students develop critical thinking skills, the seven dispositions of critical thinking proposed by P. Facione and N. Facione (1992) are used. (Contains 1 figure and 38 references.) (Author/SLD)

ED 424 246 TM 029 118

Missouri's Guide to Advanced Placement Acceptance Policies. A Listing of Advanced Placement Exams, Test Scores, Credit Hours Granted, and Courses Satisfied.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Advanced Placement; Advanced Placement Programs; College Bound Students; *Colleges; *Credits; *Educational Policy; *Equivalency Tests; Higher Education; Institutional Characteristics; *Student Placement
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Missouri

This publication lists information about the Advanced Placement Acceptance policies of institutions of higher education in Missouri. With colleges and universities listed alphabetically, the document serves as a guide to high school students who can determine the scores required on the Advanced Placement Examinations of the College Entrance Examinations Board for acceptance for college credit, the credit hours granted, and the institutional courses satisfied. This publication reflects independence, but the current state of literacy is not favorable for reducing dependence. The state of the economy is favorable to fostering independence; and the job market, while it has been unfavorable for welfare dependent persons, is improving. The trends in social deviancy (crime in particular) are not favorable to reducing dependence. If people are removed from the welfare rolls because of arbitrary time caps, the rate of being on welfare will not reflect need. New measures of deprivation may be needed to show how many people are in great need, independent of the welfare rate. The following indicators are discussed: (1) literacy; (2) poverty; (3) employment prospects; (4) early sexual intercourse; (5) births outside of marriage; (6) establishing fatherhood; (7) child support enforcement; (8) intergenerational dependence; (9) teenage violent crime; (10) adult incarceration; (11) the welfare choice; and (12) deprivation indicators. (Contains 24 figures.) (SLD)

ED 424 264 TM 029 137

ACT High School Profile Report: HS Graduating Class 1998, HS Graduating Class of 1998 National Report. The High School Profile Report. Normative Data. A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 1998 Graduates.
PUB DATE- 98
NOTE- 49p.; Code 990-000. For 1997 High School Profile Report, see ED 413 356.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; College Bound Students; *College Entrance Examinations; Educational Trends; Ethnic Groups; High School Graduates; *High School Students; High Schools; *Profiles; Scores; Sex Differences; *Student Characteristics; Tables (Data); *Test Results; Trend Analysis
IDENTIFIERS- *ACT Assessment

This document is a sample of the type of report the American College Testing Program sends high schools reflecting the characteristics of students from the school who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 1998. Depending on the proportion of students at the school who took the ACT Assessment, the report may or may not reflect the characteristics of the school's college bound students. The report begins with a discussion of the 5-year trend history of college-bound students who took the ACT. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Tables then provide average ACT scores by academic preparation for different ethnic groups and by ability level for different ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix provides additional information about the testing program and the recommended core curriculum. Included with this document are a press release, a summary national report, and a cautionary note about the use of state aggregate ACT scores. The press release emphasizes that, while the national average composite score on the ACT remained at 21.0, most subgroups of students made modest gains this year on one or more of the ACT tests in English, mathematics,

PUB DATE- 98
NOTE- 14p.; Paper presented at the China-United States Conference on Education (2nd, Beijing, China, July 15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Development; *Cultural Differences; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Labeling (of Persons); *Learning Disabilities; *Minority Groups

Culture has been found to be a confounding variable in the accurate assessment of affectively and cognitively disabled students, especially when the student is a member of a minority group. Because of differences, including differences in expectations, among members of minority and majority cultures, culturally laden behaviors may be interpreted as abnormal by the majority culture. Identification as a member of a minority group has been linked by research to proportionately higher levels of labeling of affective and cognitive disabilities than typically found in the majority population. Affective disabilities, which are displayed as excesses of inappropriate or disruptive behaviors, may be due in part to mismatches between cultural values and expected behaviors. The identification of cognitive disorders based on low intellectual functioning or specific learning disabilities has been found to be associated with language deficits that can be compounded or misinterpreted in minority students. The problems inherent in assessment may be improved in the future, but it will always be necessary to consider cultural factors in educational assessment practices. (Contains 14 references.) (SLD)

ED 424 283 TM 029 163

Kim, Seock-Ho
An Evaluation of a Markov Chain Monte Carlo Method for the Rasch Model.
PUB DATE- 98
NOTE- 61p.; Paper presented at the joint Annual Meeting of the Psychometric Society and the Classification Society of North America (Urbana, IL, June 19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Estimation (Mathematics); *Item Response Theory; *Markov Processes; Maximum Likelihood Statistics; *Monte Carlo Methods; *Sampling; Tables (Data)
IDENTIFIERS- *Gibbs Sampling; *Rasch Model

The accuracy of the Markov chain Monte Carlo procedure, Gibbs sampling, was considered for estimation of item and ability parameters of the one-parameter logistic model. Four data sets were analyzed to evaluate the Gibbs sampling procedure. Data sets were also analyzed using methods of conditional maximum likelihood, marginal maximum likelihood, and joint maximum likelihood. Two different ability estimation methods, maximum likelihood and expected a posteriori, were employed under the marginal maximum likelihood estimation of item parameters. Item parameter estimates from Gibbs sampling were similar to those obtained from the expected a posteriori method. (Contains 12 figures, 23 tables, and 60 references.) (Author)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Attitude Change; *Correctional Rehabilitation; Foreign Countries; *Outcomes of Education; *Prisoners; Program Evaluation; *Recidivism; Rehabilitation Programs
IDENTIFIERS- Adventure Therapy; New Zealand

The New Zealand Department of Corrections commissioned an outcome evaluation of an outdoor adventure challenge program (OACP) on 84 participating inmates at Rolleston Prison. The program consisted of 2 weeks of fitness training, skill development, and challenge experiences, followed by a 5-day wilderness expedition. Outcome was measured in three ways: reconviction statistics, content analysis of qualitative data, and a true experimental design involving various psychometric measures of attitudinal change. Reconviction data indicated consistently positive though nonsignificant trends in favor of the OACP participants over matched controls. The lack of statistical significance may be due to the relatively low sample sizes, as well as large variability in dependent measures. The qualitative inquiry revealed a variety of perceived positive impacts from participation. Results from psychometric evaluation showed significant improvement in group cohesion, trust, self-efficacy and well-being, and approached significance on motivation to change for the OACP group, whereas no significant improvements were found in the control group. The results provide some support for the use of OACP as a rehabilitative intervention with offenders, as well as contributing to the goal of secure and humane containment. The data also validate the use of OACP as an adjunct to other correctional programs, helping to create the conditions for effective facilitation of other correctional interventions. Contains 15 references. (Author/TD)

ED 424 074 RC 021 723

Eger, Darren; Kilby, Scott
Integrating Adventure Therapy into an Adolescent Sex Offender Program.
PUB DATE- 98
NOTE- 14p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Delinquent Rehabilitation; Foreign Countries; *Males; Program Descriptions; Psychotherapy; *Rehabilitation Programs; *Sexual Abuse; Therapeutic Environment; *Youth Programs
IDENTIFIERS- Adjudicated Youth; *Adventure Therapy; Australia (Victoria); *Juvenile Sex Offenders

The Male Adolescent Program for Positive Sexuality (MAPPS) is involved in the assessment and treatment, both individual and group, of adolescent sex offenders throughout Victoria (Australia). MAPPS clients comprise a heterogeneous group in relation to type of offence, backgrounds, denial, and individual development. To achieve a match between the adolescent and the stage of the "change process" he is in, the program is separated into two groups, basic and advanced. The and sixth grade proficiency tests. (PVD)

ED 424 091 SE 061 661

DuFour, Marilyn Berry; Courter, Linda Kothera; Garvin, Dennis M.
PARK-IT! Elementary School Land Laboratories in Toledo City Parks. Curriculum Activity Guide, Grades 2-3.
PUB DATE- 97
NOTE- 84p.; Illustrated by Dennis M. Garvin. Project funded by grants from the Ohio Environmental Education Fund and the Toledo Urban Forestry Commission. For other documents in "Park-It!" series, see SE 061 660 and SE 061 662.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Concept Formation; Cooperative Learning; Earth Science; *Environmental Education; *Field Studies; Grade 2; Grade 3; Hands on Science; Intermediate Grades; *Outdoor Education; *Parks; Partnerships in Education; Primary Education; *Science Activities; Science Education; Teaching Guides
IDENTIFIERS- *Land Laboratories; Ohio (Toledo); Stewardship

The project PARK-IT! represents a unique partnership between a public elementary school and a city park in which students and teachers utilize a small naturalized area of the park as a Land Laboratory, and in return become its stewards. The project also includes this curriculum activity guide which can assist teachers in using the Land Lab with students in grades 2-3. The guide begins with an explanation of the importance of a land laboratory, guidelines for taking students outside, and preliminary activities to prepare for going to the site. Activities are grouped by such subject areas as soil, water, plants and animals. Activities address such concepts as soil permeability, leaf composition, use of weather instruments for monitoring weather, snow and its effect on the environment and animal behavior, growth of propagated plants, native versus non-native plants, food preferences of neighborhood birds, and common insects that use plants. The activities include journal questions and extensions. The guidebook includes a summary chart of activities which contains an activity overview, purpose, science skills involved, and learning outcomes keyed to fourth and sixth grade proficiency tests. (PVD)

ED 424 092 SE 061 662

DuFour, Marilyn Berry; Courter, Linda Kothera; Garvin, Dennis M.
PARK-IT! Elementary School Land Laboratories in Toledo City Parks. Curriculum Activity Guide, Grades 4-6.
PUB DATE- 97
NOTE- 81p.; Illustrated by Dennis M. Garvin. Project funded by grants from the Ohio Environmental Education Fund and the Toledo Urban Forestry Commission. For other documents in "Park-It!" series, see SE 061 660-661.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Concept Formation; Cooperative Learning; Earth Science; Elementary School Science; *Environmental Education; *Field Studies; Hands on Science; Intermediate Grades; *Outdoor Education; *Parks; Partnerships in Education; *Science Activities; Science Education; Teaching Guides

subjects. Data from the NAEP 1996 Long-Term Mathematics Assessment show a positive linear trend for all three age groups since the first assessment in 1973, indicating improving scores over time. All subgroups, including blacks and Hispanics, showed positive linear trends as well, at all three age levels. (ASK)

ED 424 116 SE 061 864

Hawkins, Evelyn F.; Stancavage, Frances B.; Dossey, John A.
School Policies and Practices Affecting Instruction in Mathematics: Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Educational Policy; Elementary Secondary Education; *Mathematics Instruction; National Competency Tests
IDENTIFIERS- National Assessment of Educational Progress

The teaching and learning of mathematics continues to generate tremendous attention, both among those who support recent innovations and, more recently, among those who question the wisdom of the promulgated reforms. In order to bring an empirical basis to this debate, it is important to gather information on the policies and practices that are actually implemented. This report provides one source for such information and is the second in a series that discusses results from the National Assessment of Educational Progress (NAEP). A description of the educational policies and practices that prevailed during this period of sustained increases in mathematics achievement, giving particular attention to the relationship between these policies, practices, and student performance on the NAEP mathematics assessment. Information on the status of mathematics education in 1996 is provided, and changes that took place from the time of earlier NAEP assessments is also chronicled. (ASK)

ED 424 117 SE 061 898

Mathematics and Science Achievement in North Carolina, 1998.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Mathematics Education; National Competency Tests; *Science Education; *Standards; Tables (Data); *Test Results
IDENTIFIERS- *National Education Goals 1990; *North Carolina; State Mathematics Assessment (NAEP); State Science Assessment (NAEP)

The main objective of the third National Education Goal is for all students to be competent in academic subject matter, while the fifth National Education Goal aims for U.S. students to be able to perform at world-class levels in mathematics and science. This report summarizes the progress each state has made toward Goal 3--the students' achievement and citizenship goal, and Goal 5--the mathematics and science goal, with measured by the pre- and post-tests. Each unit concluded with a cultural festival as a culminating event. Team teaching was using with the geography and literature instructors cooperating. (EH)

ED 424 143 SO 028 592

Social Studies 30 Grade 12 Diploma Examination.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Testing; Foreign Countries; Grade 12; *Graduation Requirements; High Schools; *Social Studies; *State Standards; *Student Evaluation; *Test Content
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This booklet presents the social studies test required for graduation in Alberta, Canada. The grade 12 diploma examination consists of multiple-choice questions (70 percent of the total mark) and written response questions (30 percent). Time for the examination is expected to be two-and-one-half hours with an additional one-half hour given to complete the exam. Questions are correlated to an interpretation of charts, graphs, political cartoons, tables, maps, and other items. The essay questions require students to take and defend a point of view on an issue. (EH)

ED 424 144 SO 028 593

Social Studies 30 Grade 12 Diploma Examination.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Testing; Foreign Countries; Grade 12; *Graduation Requirements; High Schools; *Social Studies; *State Standards; *Student Evaluation; *Test Content
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This booklet presents the social studies test required for graduation in Alberta, Canada. The grade 12 diploma examination consists of multiple-choice questions (70 percent of the total mark) and written response questions (30 percent). Time for the examination is expected to be two-and-one-half hours with an additional one-half hour given to complete the exam. Questions are correlated to an interpretation of charts, graphs, political cartoons, tables, maps, and other items. The essay questions require students to take and defend a point of view on an issue. (EH)

ED 424 145 SO 028 594

Social Studies 33 Grade 12 Diploma Examination.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Testing; Foreign Countries; *Graduation Requirements; High Schools; *Social Studies; *State Standards; *Student Evaluation; *Test Content

to the present, and service-learning opportunities. This volume contains four units and 21 lessons in total. In unit 1, "Immigration, Diversity, and Equal Protection," students use the methods of historiography to trace the immigrant origins of five families whose ancestors came to America seeking opportunity and freedom and struggled for equality. In unit 2, "Due Process," students visit a hypothetical New England village of the colonial era and learn essential lessons about due process. In unit 3, "Authority," students explore the concepts of authority by helping a tired king rule his kingdom and view the causes of the American Revolution through the eyes of Bostonians as the colonies moved toward independence. In unit 4, "Rights and Responsibilities," students learn about the rights and responsibilities of citizenship by helping James Madison draft the Bill of Rights and also about the appropriate limits of those rights. As a conclusion, students create their own Bill of Rights and Responsibilities. (EH)

ED 424 168 SO 029 282

Correia, Stephen T.
Past, Present, and Future: Challenges to the Social Studies.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Citizenship; *Citizenship Education; Current Events; *Educational Change; Educational History; Educational Improvement; Educational Philosophy; Educational Trends; Elementary Secondary Education; *Social Studies

This paper presents the thesis that there has been a return to the definition of citizenship forwarded by educational reformers of the 1890s that characterizes much of the reform efforts of the 1990s. The paper examines the current debate about school reform in light of the citizenship education debate of the 1890s that saw the emergence of the field of social studies with citizenship as a cornerstone. The document returns to the 1893 Committee of Ten's national report, "Conference on History, Civil Government and Political Economy," and compares this and subsequent reports to the curricular reports of the last two decades. The paper suggests the emphasis on subject-centered social studies may have a splintering effect as historians and geographers lose sight of the core of citizenship education and thus lose the opportunity to effect dynamic educational reform with a truly democratic citizenship agenda. Contains 20 references. (EH)

ED 424 169 SO 029 283

Banks, Dennis
The Impact of Oral History on the Interviewer: A Study of Novice Historians.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23,1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

behavior and common good. Stories about heroes have been identified as the means of teaching and learning values. Literature about heroes encourage emulation of particular virtues and desirable traits of character. Assisting students to examine the spirit of heroism is to invite them to adopt the spirit and embrace the qualities of the hero. Multi-media products and trade books offer the instructor resources beyond the standard textbook to develop the multi-dimensional qualities of heroes in depth. Resources chosen to teach about heroes should be accurate and balanced, considered carefully in context, and selected from various geographical locations and cultures. (JH)

ED 424 191 SO 029 988

Vontz, Thomas S.; Nixon, William A.
Teaching about George Washington. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship Education; Colonial History (United States); Elementary Secondary Education; *History Instruction; Instructional Materials; Internet; *Presidents of the United States; *Revolutionary War (United States); Social Studies; *United States History
IDENTIFIERS- ERIC Digests; Heroes; *Washington (George)

No generation in U.S. history has matched that of the founding era for its array of talented and influential political thinkers and actors. These individuals (such as George Washington, John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, and James Madison) possessed traits of character and intellect that significantly shaped the new United States and its direction for generations that followed. The bicentennial of George Washington's death in 1999 is an appropriate time to reflect upon his role and place in the galaxy of this country's founding fathers. When presented in the school curriculum, Washington's life and character illustrate the importance of the "great person" in history, a person whose personal attributes and life significantly shaped the United States and the world, and from whom students have much to learn. Leadership is the key concept upon which to base treatment of George Washington in the K-12 curriculum. Washington's character served as a vital foundation for his ability to lead; he showed a strong sense of martial leadership during the Revolutionary War; Washington understood the republican basis of his power and used that as the foundation of his support and trust; and his understanding of the importance of leadership and the role of power brought legitimacy to the new United States. Washington should be known to students as a military hero, founding father, political leader, and a symbol of nationhood. The Digest concludes with an annotated list of five world wide web resources for teaching about George Washington. (JEH)

ED 424 192 SP 038 136

Hren, Benedict J.
Pathways to Community Sustainability. A Workshop Guide.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Innovation; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Faculty Development; *Futures (of Society); Hearings; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Teacher Certification; Teacher Competencies; *Teacher Improvement
IDENTIFIERS- Congress 105th; Senate Committee on Labor and Human Resources

A Senate committee met to discuss the appropriate preparation of teachers for schools of the future. Senator James M. Jeffords from Vermont presented an opening statement and discussed the need for high quality, competent teachers. Senator DeWine's opening statement discussed how education has changed over the years and what it still needs to improve. The two panels of experts and witnesses presented their opinions, experiences, and expertise on the subject of teacher education, teacher certification, and teaching. The first panel included: the President of Moyerson Academy (Larry Rowedder); the Superintendent of Toledo Public Schools (Merrill Grant); an associate professor from Central State University (Mary B. Howard); and the Former Dean of Education for Central State University (Edward Wingard). The second panel included: the 1997 National Teacher of the Year at Mayerson Academy (Sharon Draper); the Associate Dean for Academic Affairs at the University of Cincinnati (Arlene Mitchell); the Assistant Superintendent and Co-Director of the Far East Regional Professional Development Center (Anna Marie Vaughn); the Professor of Education, chair-elect of the School of Education at the University of Rio Grande (Chormaine Lepley); and an Associate Professor of Chemistry at Cleveland State University (David Ball). An appendix provides the prepared statements of several individuals interested in improving education and teacher education (teachers, administrators, and university professors). (SM)

ED 424 209   SP 038 178

Ryan, Caitlin; Futterman, Donna
Lesbian and Gay Youth: Care and Counseling.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Bisexuality; Child Health; *Counseling; *Health Promotion; Homophobia; *Homosexuality; Mental Health; *Primary Health Care; Secondary Education; Venereal Diseases
IDENTIFIERS- *Stigma

This guide is a basic resource to help primary care providers offer quality care to lesbian, gay, and bisexual youth and their families. It is intended to be a minicourse, with three sections that combine background information, state-of-the-art research, practical guidelines, and reference information. After a foreword by Joan Holloway, part 1, "Overview: Lesbian and Gay Adolescents--Experiences and Needs," reviews lesbian and gay adolescents' needs and experiences, discussing identity development, health concerns, and confidentiality, and explaining how prejudice and fear of homosexuality are internalized and have social, behavioral, and health-related conferencing strategies. A series of exercises clarifies and provides the opportunity to practice behaviors needed to help a mentee reflect on his/her performance and make decisions about his/her teaching. Chapter 4, "Guiding," provides ways to wean a mentee from dependence on the mentor. The chapter discusses and provides opportunities to practice diagnosing a mentee's level of ability and motivation in relation to a given situation and to use appropriate behaviors to address the situation and move the novice to a higher level. Chapter 5, "Tips and Observations," suggests ways to make mentoring more effective and gratifying. The resources at the end of the book include an annotated bibliography of supplemental material and the Connecticut Competency Instrument, which describes the teaching competencies expected of a beginning teacher that are observable in the teacher's classroom. (SM)

ED 424 227 SP 038 196

Wiggins, Grant; McTighe, Jay
Understanding by Design.
PUB DATE- 98
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehension; Course Content; *Curriculum Design; Elementary Secondary Education; Empathy; Evaluation Methods; Higher Education; Interpretive Skills; *Performance Based Assessment; Perspective Taking; Self Concept; *Student Evaluation; Students
IDENTIFIERS- Application Level Learning; Explanations

This book explores ways to design courses and units to emphasize understanding and uncoverage rather than coverage, offering practical solutions for teacher-designers. It focuses on a different use for performance assessment, concluding that performance is the key to assessing understanding. The book analyzes the logic of backward design as an alternative to coverage and activity-oriented plans. Designing for understanding begins with what teachers want students to be able to do and proceeds to the evidence they will accept to prove that students have learned it. Only then does it turn to how students will learn it. Along the way, teachers must be clear about how they want students to understand and what they mean by understanding. The book proposes a multifaceted approach, with the six facets of understanding (explanation, interpretation, application, perspective, empathy, and self-knowledge). The facets combine with backward design to provide a practical framework for designing curriculum, assessment, and instruction. After an introduction, there are 11 chapters: (1) "What Is Backward Design?" (2) "What Is a Matter of Understanding?" (3) "Understanding Understanding," (4) "The Six Facets of Understanding," (5) "Thinking Like an Assessor," (6) "How Is Understanding Assessed in Light of the Six Facets?" (7) "What Is Uncoverage?" (8) "What the Facets Imply for Unit Design," (9) "Implications for Organizing Curriculum," (10) "Implications for Teaching," and (11) "Putting it All Together: A Design Template." (Contains 194 references.) (SM)

ED 424 228 SP 038 197

Walker, Donna E.

the most current institutional policies regarding advanced placement for 67 institutions. The mailing address and a contact person are given for each institution. (SLD)

ED 424 247 TM 029 119

Tippins, Nancy T.
The Rights and Responsibilities of Test Takers from an Employer's Perspective.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employers; *Job Applicants; Legal Problems; Legislation; *Occupational Tests; Personnel Selection; *Responsibility; *Test Use; *Testing Problems
IDENTIFIERS- Alternative Assessment

This document discusses the proposed "Rights and Responsibilities of Test Takers" from the perspective of a large employer using employment testing to predict future performance in a variety of jobs. It is suggested that the proposed document will impede an employer's ability to use tests for selection purposes in three ways. The existence of the document will raise doubts about the utility of employment testing and cause industrial and organizational psychologists to spend more time defending what they do than they spend doing it. A second concern is that of legal defensibility and violations of professional standards. A third is that the requirements of the proposed document are so onerous that many employers will not be able to meet the requirements even if they wanted to. Specific criticism of the document begin with the use of the word "Rights," and the complications that it causes employers. In addition, the tone of the document implies a profession in need of policing. Another concern is the potential for conflicts with existing federal, state, and local laws if certain groups receive special consideration as a "right." This concern extends to the definition of what all the rights really are. "Rights" that require appropriately trained test administrators, scorers, and interpreters open a number of problems with regard to training. "Rights" that require test takers to receive scores promptly or in particular terms cause other problems of definition. Along with all the other opportunities for controversy that the "rights" may cause, they are primarily designed for paper and pencil tests, and leave out alternative testing methods. Rather than being regarded as a document of rights, the proposed "Rights and Responsibilities" should be a guideline for interacting with test takers. (Contains one table.) (SLD)

ED 424 248 TM 029 120

Ross, John A.; Rolheiser, Carol; Hogaboam-Gray, Anne
Effects of Self-Evaluation Training on Narrative Writing.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Ottawa, Ontario, Canada, May 1998). Funding also provided by School District 13, Ontario.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

reading, and science reasoning. The national report summarizes in seven tables national information about graduating seniors who took the ACT. The cautionary note stresses that the accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. (The sample report contains 15 tables.) (SLD)

ED 424 265   TM 029 138

van der Linden, Wim J.
Optimal Assembly of Educational and Psychological Tests, with a Bibliography. Research Report 98-05.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Algorithms; Computer Assisted Testing; *Educational Testing; Equated Scores; Foreign Countries; Heuristics; *Item Banks; Item Resnonse Theory; Linear Programming; *Psychological Testing; *Test Construction; Test Items

The advent of computers in educational and psychological measurement has lead to the need for algorithms for optimal assembly of tests from item banks. This paper reviews the literature on optimal test assembly and introduces the contributions to this report on the topic. Four different approaches to computerized test assembly are discussed: heuristic-based test assembly; 0-1 linear programming; network-flow programming; and an optimal design approach. In addition, applications of these methods to a large variety of problems are examined, including: (1) item response theory-based test assembly; (2) classical test assembly; (3) assembling multiple test forms; (4) item matching; (5) observed-score equating; (6) constrained adaptive testing; (7) assembling tests with item sets; (8) item pool design; and (9) assembling tests with multiple traits. This paper concludes with a 90-item bibliography on test assembly. (Contains three figures and seven references.) (Author/SLD)

ED 424 266   TM 029 139

van der Linden, Wim J.; Scrams, David J.; Schnipke, Deborah L.
Using Response-Time Constraints in Item Selection To Control for Differential Speededness in Computerized Adaptive Testing. Research Report 98-06.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Algorithms; *Computer Assisted Testing; Foreign Countries; Linear Programming; Models; Responses; *Selection; *Test Items; Testing Problems; Time
IDENTIFIERS- *Constraints; *Speededness (Tests)

An item-selection algorithm to neutralize the differential effects of time limits on scores on computerized adaptive tests is proposed. The method is based on a statistical model for the response-time distributions of the examinees on items in the pool that is updated each time a new item has been administered. Predictions from the model are used as constraints in a 0-1 linear programming (LP) model for

ED 424 284 TM 029 165

Branch, Myra; Grafelman, Brenda; Hurelbrink, Kurt
Increasing Student Ownership and Responsibility through the Collaborative Assessment Process.
PUB DATE- 98
NOTE- 94p.; Master's Action Research Project, St. Xavier University and SkyLight Training and Publishing.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Conferences; Educational Assessment; *Elementary School Students; *Evaluation Methods; Grade 1; Grade 2; Metacognition; *Ownership; Participation; Portfolio Assessment; Primary Education; Self Evaluation (Individuals); *Student Responsibility
IDENTIFIERS- *Collaborative Evaluation

This report describes a program for increasing student ownership and responsibility to bring about quality work. The students were actively involved in the collaborative assessment process. The targeted population consisted of first and second grade students in a middle class community in Central Illinois. An increased sense of ownership, responsibility for quality work, and involvement in the assessment process were documented through self-reflective journals, teacher observations, portfolios, student-involved conferences, and establishing rubrics. Analysis of probable cause data revealed that the students lacked a sense of ownership, were not self-directed, lacked the ability to self-reflect, and exhibited low expectations of themselves. It was also noted that students were excluded from the conferencing process, from the portfolio selection process, and from the criteria setting process. After reviewing outside knowledgeable sources and applying the problems in the targeted school, the following interventions were selected: (1) a series of self- reflective activities that foster metacognitive thinking; (2) a progressive series of activities designed to develop the skills necessary for student involvement during the conferencing period; (3) classroom time set aside to involve students in the creation of criteria and the selection of portfolio items; and (4) modeling of quality work to increase student self-direction and responsibility. Postintervention data indicated an increase in student awareness of the collaborative assessment process. Many students assumed a more active role in the learning process. This growth was demonstrated by students' willingness to accept responsibility and ownership in the classroom. Nineteen appendixes contain checklists and sample forms from the project. (Contains 12 figures and 64 references.) (Author/SLD)

ED 424 285 TM 029 166

Andrews, Katrina M.
The Effect of Test-Taking Strategies on the Test Scores of Middle School Level Students.
PUB DATE- 98
NOTE- 63p.; Master's Thesis, Salem-Teiko University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Intermediate Grades; Junior High Schools; *Learning Strategies; Middle Schools; Pretests

students (grades 1-5) have received computer training at least one day per week from the media specialist, university personnel, and/or volunteers. A group of 18 students were trained as technology tutors in additional after school training sessions. The primary research question guiding the study was: "What impact does specialized student training have on teachers, students, and the school?" The researchers used qualitative methods to examine changes in the teachers', students', and school's use of and attitudes toward technology. Survey and interview data were collected from both student trainers and teachers, and workshop reflections were collected from the teachers. Results suggested that there was an increase in technology use, both professional and instructional, by teachers. Teachers reported increased comfort with technology as curriculum support. Students evidenced increased confidence, increased computer skills, and increased self-esteem. As a whole, the school culture changed to one that focused more on technology. The researchers propose that technology skills and pedagogical beliefs should be developed simultaneously, to help teachers integrate technology into the curriculum. (Contains 28 references.) (DLS)

ED 423 835 IR 019 056

Freitas, Candido Varela de; Ramos, Altina
Using Technologies and Cooperative Work To Improve Oral, Writing, and Thinking Skills: Voices from Experience.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; Educational Strategies; Educational Technology; Elementary Secondary Education; Foreign Countries; Hypermedia; Learning Activities; Reading Skills; *Teleconferencing; *Thinking Skills; *Verbal Ability; Videotape Recordings; Word Processing; *World Wide Web; Writing (Composition); *Writing Skills
IDENTIFIERS- Learning Environments; Portugal; *Technology Integration; Video Teleconferencing

This study was conducted during 2 school years, involving one teacher and one classroom from each of four elementary (grades 1-2) and secondary schools. The study included writing activities on the word processor, videoconferencing, and World Wide Web use. The main data source was a series of videotapes of the above mentioned activities. Researchers interviewed students informally, and teachers participated in informal talks and submitted written commentaries. At the time of publication, data analysis was still in progress. Provisionary findings include: (1) videoconferencing promotes the connection between people at various levels and in several ways; (2) information provided on the Web, following a hypermedia structure, but with a dominant amount of text, provides opportunities for the development of written comprehension; (3) interdisciplinary writing activities are a good way to improve writing skills and provide students with an opportunity to use writing not only as an object of study, but also as a learning tool; (4) cooperative learning environments encourage students to share and discuss ideas, as well as encourage the less

*Instructional Effectiveness; Instructional Materials; *Locus of Control; *Visual Aids
IDENTIFIERS- *Color Coding; Heart; Rotter Internal External Locus of Control Scale

This study examined the effects of color on information processing strategies of internal and external locus of control learners. Specific objectives were to: (1) examine the instructional effectiveness of two types of visualized instruction in facilitating achievement for students with different learning styles; (2) determine whether an interaction exists between types of learning style and instructional treatment; and (3) determine whether specific instructional treatments were equally effective in facilitating achievement for students with different learning styles. Participants were 107 college students who were classified as external, neutral, or internal locus of control based on their scores on the Rotter Internal-External Locus of Control Scale. Students in the first treatment received an instructional booklet containing directions, prose, and visuals in black and white; students in the second treatment received identical prose instructions and visuals, but their visuals were color-coded. The instructional content related to the anatomy and functions of the human heart. Students were administered drawing, identification, terminology, and comprehension tests. Results indicated that students who received the color-coded treatment scored significantly higher on the identification, drawing, and overall assessments. An outline of the color coding scheme and a table of means and standard deviations for all comparisons are included. (DLS)

ED 423 852 IR 019 073

Murphy, Karen L.; Drabier, Renee; Epps, Mary Lu
Interaction and Collaboration via Computer Conferencing.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040. Figure 6 is missing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Comparative Analysis; Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; Computer Software; Constructivism (Learning); *Cooperative Learning; Delivery Systems; *Distance Education; Group Discussion; Higher Education; Interaction; Interviews; Learning Strategies; Online Systems; Qualitative Research; Student Attitudes; Student Journals; Student Surveys; *Teacher Role; *Teleconferencing
IDENTIFIERS- *Collaborative Learning; Face to Face Communication; FirstClass; *Learning Environments

This study examined interaction and communication patterns among students (n=9) and with the instructor in a graduate course offered at a distance using the FirstClass computer conferencing (CC) software. Specifically, the following questions were addressed: (1) What are similarities and differences in interaction and collaboration between CC and face-to-face learning environments? (2) How does the medium of exchange in CC encourage or discourage online discussion? (3) What collaborative learning strategies are used in CC? and (4) What is the instructor's role in the CC environment? Data discussion. Disadvantages were that the listserv was very demanding and time consuming and that visual and auditory nuances were missed. Improvements suggested included keeping the discussion on the topic, limiting the time for discussion, being sure everyone participated, and not being required to lead the discussion for a full week. The student questionnaire with a summary of responses is included. (AEF)

ED 423 869   IR 019 090

Wittman, Timothy K.; Marcinkiewicz, Henryk R.; Hamodey-Douglas, Stacie
Computer Assisted Automatization of Multiplication Facts Reduces Mathematics Anxiety in Elementary School Children.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division(20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Automation; *Computer Assisted Instruction; Courseware; Curriculum Development; *Elementary School Mathematics; Elementary School Students; Grade 4; Instructional Effectiveness; Intermediate Grades; Mathematics Achievement; *Mathematics Anxiety; *Mathematics Instruction; *Mathematics Skills; *Multiplication; Sex Differences; Skill Development; Student Attitudes
IDENTIFIERS- *Automaticity Training; Mathematics Anxiety Rating Scale

Fourth grade elementary school children exhibiting high and low mathematics anxiety were trained on multiplication facts using the Math Builder Program, a computer program designed to bring their performance to the automaticity level. Mathematics anxiety, measured by the Mathematics Anxiety Rating Scale--Elementary version (MARS-E), was assessed before and after the students demonstrated automaticity level performance on the multiplication facts. Results showed that all of the students automatized the multiplication facts using computer training. Students in the high anxiety group averaged the greatest improvement in performance and were indistinguishable from the low anxiety group by the end of the automaticity training. The high anxiety girls, but not the high anxiety boys, significantly reduced their mathematics anxiety ratings. No significant change in mean anxiety ratings were detected for students in either of the low anxiety or the control groups. Results indicate that both high and low anxiety boys and girls achieved automaticity level performance of multiplication facts using computer assisted training, and training of multiplication facts to the automaticity level resulted in significant reductions of mathematics anxiety ratings. Results support the position that mathematics anxiety may result from a failure to learn or inadequate preparation in the mastery of fundamental skills. Implications of these findings for mathematics instruction and curricula development are discussed. (Contains 32 references.) (Author/AEF)

ED 423 870   IR 019 091

Carter-Tod, David; Roussell, John M.
Implementing Intergenerational Electronic Communications into the

access; special projects; outreach and training; partnerships; trends; an ERIC system directory; the U.S. Department of Education's Seven Priorities; and the ERIC budget. (DLS)

ED 423 887 IR 019 159

Schornack, Gary R.; Beck, Charles E.
Strategies for Advanced Learning: How Ancient Wisdom Enhances Modern Technology.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Development; Educational Practices; Feedback; Information Technology; *Instructional Innovation; Learning Strategies; Systems Development; Teacher Role; Teaching Methods; *Teaching Models

This paper examines strategies to enhance learning, based on innovations in technology. It represents an evolution of thought from the ancient masters, great thinking, and the Great Learning all the way to the present. A syllabus for the future is constructed, using a model of communication, the Rhetorical Systems Model. The model is based on a systems viewpoint that examines the inputs into the system, looks at how information is processed, and finally looks at the output of such a system. This paper discusses the educator's role; educational assumptions for advanced learning; philosophical and practical intentions; serving high-tech students; educational genres and practices; the educational product, or lesson; the learning experience; the feedback system; and movement toward a comprehensive model of instruction. (AEF)

ED 423 888 IR 019 416

Root, Mark; Carlson, Robert; Dexter, David; Karinch, Samantha; Kaplan, Heather
Squashing the Millennium Bug: A Year 2000 Compliance Guide for Elementary/Secondary Schools and School Districts.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Appropriate Technology; *Computer System Design; Educational Administration; Educational Equipment; *Educational Planning; Educational Technology; *Elementary Secondary Education; Evaluation; *Futures (of Society); Guidelines; National Standards; Problem Solving; School Districts; Strategic Planning; Technological Advancement; World Affairs; World Wide Web
IDENTIFIERS- Data Security; Web Sites; *Year 2000 (Programming)

This guide was developed to assist the nation's elementary and secondary schools and school districts address their Year 2000 (Y2K) problem. The guide is divided into three sections: Squashing the Millennium Bug Step-by-Step; Remediating Specific Types of Systems; and Appendix. The first chapter presents the following steps for tackling the Year 2000 problem in the school or school district: (1) Becoming Familiar with the Year 2000 Problem; (2) Establishing a Y2K Action Team; (3) Assessment: Determining the extent of your problem; (4)

PUB DATE- 98
NOTE- Op.; Running time 11 minutes; closed captioned; includes a 13 page training manual.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Donors; *Fund Raising; Institutional Advancement; *Libraries; *Library Funding; Library Personnel; *Library Policy; Staff Development; Videotape Recordings; Workshops
IDENTIFIERS- *Gifts; Negotiation Processes

This videotape and trainer's package helps fundraisers prepare a 1.25 hour program with scripted training guidelines for use by experienced or novice trainers. The workshop is designed to make all library staff partners in the fundraising process and to demonstrate that the behaviors involved are the same as those normally used to give good customer service. As a result of the workshop participants will be able to: identify and act on fundraising opportunities; describe and utilize the connect, respect & pass on process; describe the different roles of staff in fundraising; and demonstrate an increased comfort level with the fundraising process and behaviors. Specifically, the training manual includes: instructions for using the training package; handout--key concepts; trainer's scripts; a donor bill of rights; sample gift policies; negotiating the appropriate gift; and contact information for five fundraising resources. (DLS)

ED 423 908 IR 057 211

Langhorne, Mary Jo, Ed.
Developing an Information Literacy Program K-12. A How-To-Do-It Manual and CD-ROM Package. How-To-Do-It Manuals for Librarians, Number 85.
PUB DATE- 98
NOTE- 294p.; Includes CD-ROM.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Class Activities; Curriculum Guides; *Educational Media; Educational Technology; *Elementary Secondary Education; Evaluation Methods; *Information Literacy; Information Skills; *Information Technology; Instructional Materials; *Integrated Curriculum; Lesson Plans; Models; Optical Data Disks; Planning; Student Projects; Units of Study

This book, developed by the Iowa City Community School District, recipient of the National Library Media Program of the year Award in 1997, provides a complete K-12 curriculum, with details on when key basic information, research, and production skills should be introduced, expanded, and reviewed. The book is divided into four parts: Part I: "Developing an Information Literacy Program"; Part II: "Model Lessons and Units for Elementary Classes"; Part III: "Model Lessons and Units for Secondary Classes"; and Part IV: ""Additional Instructional Resources for Use Throughout the Year." Problem-solving activities that are integrated with the classroom curriculum include: logic searches; evaluating sources; narrow research topics; database creation; graphs; and diagrams. Over 100 pages of model lesson plans and units for specific curricular areas supplement the guide. Also provided are assessment tools; in-schools, employment and training agencies, and business and labor institutions be established for the purpose of better preparing students for the transition from school to work. In particular, this study looks at how funding affected the interorganizational relationship of the Consortium. Following Chapter 1 (the introduction), Chapter 2 reviews the current literature available on school-to-work and provides a brief history of efforts made in Northwest Wisconsin. Chapter 3 is the case study that defines the components of the Northwest Wisconsin School-To-Work Consortium. Each of the organizational partners is described, and the four-year history of the consortium dynamic is analyzed. Chapter 4 provides an analysis of the conditions required to create and maintain the consortium, including impact funding, and formal and internal structure. Finally, the need for further research into school-to-work issues is discussed. (Contains 10 references.) (AS)

ED 423 928 JC 980 424

Luhring, Richard
A Preliminary "Basic Math Program" Proposal.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Curriculum; *Community Colleges; Educational Change; High Risk Students; Instructional Innovation; *Mathematics Instruction; Pacing; Program Development; *Student Attrition; Student Needs; Two Year Colleges
IDENTIFIERS- Contra Costa College CA; Flexible Learning

This report proposes a preliminary basic math program that may help mitigate the student attrition problem at Contra Costa College (California). For the purposes of this proposal, Math 101, 115, and 118 are identified as courses to be included in the program. The essential features of this proposed curriculum are summarized as follows: (1) it maintains the fixed unit/lecture format as its core; (2) it develops a safety net to assist at-risk students who are having difficulty with the fixed unit/lecture courses and helps them transfer into variable unit/self-paced courses; and (3) it develops variable unit/self-paced alternatives for all basic math courses. The report recommends a division of the fixed unit/lecture courses into two sequential variable unit/self-paced courses, which devote half of the class time to lectures and half to study hall. These classes would cover only half of what the original course did in the same amount of time, slowing down the pace and allowing more of the at-risk students to keep up with the class. (AS)

ED 423 929 JC 980 425

Dillon, Timothy J.
Writing Across the Curriculum: Annual Report, 1997-98.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Learning; *Peer Teaching; Program Effectiveness; Surveys; Teacher Student Relationship; Two Year Colleges; *Writing Across the Curriculum; *Writing

PUB DATE- 94
NOTE- For "Talking with TJ: Conflict Resolution Series", see PS 025 182.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Childhood Attitudes; *Cooperation; Cooperative Planning; Cultural Differences; Disabilities; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; Interpersonal Competence; Skill Development; *Teamwork

Noting that working and playing in caring and cooperative ways is an important goal in today's culturally-diverse society, this instruction program is designed to improve the teamwork skills of children in grades 2-4. Through the program, children learn important skills of planning, cooperating, and appreciating differences. The program consists of six sessions, two for each of the skill areas: "making group plans," "appreciating differences and including people," and "playing as a cooperative team in competitive situations." The first session in each set lasts approximately 45-50 minutes and features a videotaped scenario, discussion, and short activities. The second session takes approximately 30 to 35 minutes and involves a comic-book story and a related follow-up activity. The teaching kit for this program contains a leader's guide detailing how to run the program and outlining each of the sessions; a videotape introducing "TJ" (a teen radio talk show host who serves as a mentor for the students and whose disability serves as a touchstone for diversity and inclusion issues) and containing session instructions for the leader and the cooperation scenarios for each of the sessions; "TJ's" teamwork tips poster; short, comic-book versions of the video stories; and posters of "power phrases" the students learn from "TJ". Also included are a brochure outlining features of the program and the "behind the scenes" work of the program's development. (HTH)

ED 423 949 PS 025 282

Namy, Laura L.
Words and Gestures: Infants' Interpretations of Different Forms of Symbolic Reference.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Development; *Infants; *Language Acquisition; Oral Language; *Receptive Language; *Symbolic Learning; *Verbal Learning

Three experiments examined the relation between language acquisition and other symbolic abilities in 18- and 26-month old infants. Infants' ability to learn either words or symbolic gestures as names for object categories were compared across age groups. Findings indicated that infants at both ages learned novel words as symbols for object categories. However, infants' success at learning gestures as symbols changed over development. At 18 months, infants spontaneously learned both gestures and words as symbols; at 26 months, infants spontaneously learned words, but not gestures, as symbols. The

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Cooperation; *Early Childhood Education; *Family Programs; *Health Services; *Integrated Services; Interviews; Mother Attitudes; Parent Participation; Partnerships in Education; *Program Attitudes; Program Evaluation; State Programs; Young Children
IDENTIFIERS- Key Informant Approach; North Carolina; *Smart Start NC; Staff Attitudes

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under 6 years of age and their families. Interviews were conducted to ascertain the impressions, attitudes, and advice of 55 key participants in the 12 pioneer Smart Start counties. The interviews were conducted by the senior faculty and staff of the University of North Carolina evaluation team to assess the state of the partnerships from the point of view of individuals who had participated actively in team building and decision-making in the first year. The prominent issues emerging from these interviews include: (1) the collaboration process; (2) impressions of two of the formal mechanisms for promoting collaboration, the County Collaboration meetings, and the coaches who were assigned to assist counties; (3) observations about the challenge of involving parents in steering Smart Start; (4) suggestions for strategies to better implement Smart Start; (5) recommendations for negotiating the relationship between local partnerships and the state; and (6) the vision and motivation that inspire the work of these key Smart Start participants. (The interview guide is appended.) (KB)

ED 423 968 PS 026 884

North Carolina's Smart Start Initiative: 1994-95 Annual Evaluation Report.
PUB DATE- 95
NOTE- 26p.; Report to the Department of Human Resources by the Smart Start Evaluation Team.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; *Day Care; *Early Childhood Education; *Family Programs; *Health Services; *Integrated Services; Partnerships in Education; Program Evaluation; State Programs; Young Children
IDENTIFIERS- Day Care Quality; Family Resource and Support Programs; Family Support; North Carolina; Resource and Referral Service; *Smart Start NC

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under six years and their families to ensure that all children start school healthy and prepared to succeed. Local Smart Start partnerships spent much of their first year formulating long-term plans, focusing on evaluation, early childhood education and care, family support services, health services, and innovative service delivery and system change. The major findings from Year 1 include: (1) local decision-making efforts have been hampered by the state's plan approval mechanisms, budgetary deadlines, and statewide standards; (2) local partnerships focused on areas most appropriate for their community, early childhood education, family support, collaboration, or service systems change; (3) local planning is critical to program success; (4) contracting problems need to be solved; (5) counties need content-specific technical assistance in addition to the process-oriented components. Part I, "Orientation to Middle School Teaching and Learning," covers the characteristics of middle schools and middle school students; expectations, responsibilities, and facilitating behaviors of middle school teachers; and establishing and maintaining an effective, safe, and supportive classroom learning environment. Part II, "Curriculum and Planning for Middle Level Instruction," covers curriculum components preparing an instructional plan. Part III, "Choosing and Implementing Instructional Strategies, Aids, Media, and Resources," covers instructional strategies for positive interaction and quality learning; using teacher talk, demonstrations, thinking, inquiry, and games; and using media and other instructional aids and resources. Part IV, "Assessment and Continuing Professional Development," covers methods of assessing and reporting student achievement; and continuing to assess teaching effectiveness and develop professionally. (HTH)

ED 423 986 PS 026 931

Fthenakis, Wassilios E.
The Socializing Role of Early Childhood Development and Education (ECD) in the 21st Century.
PUB DATE- 98
NOTE- 30p.; Paper presented at the European Policy Conference (Amsterdam, April 23-24, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; *Early Childhood Education; *Educational Objectives; Educational Policy; Educational Quality; Family Structure; Foreign Countries; *Social Change; *Social Influences; Sociocultural Patterns; Teacher Education
IDENTIFIERS- *Europe

Noting demographic and socio-political shifts in Europe, this paper discusses challenges facing early childhood education in providing children with sufficient competence to cope successfully with discontinuities in their lives caused by rapidly changing social conditions and family structure. The paper outlines some contextual conditions which need to be considered when defining quality education, then focuses on three aspects of European early childhood education of central importance in terms of social integration: social integration of children with special needs, intercultural education as a reality in Europe, and continuities versus discontinuities, or coping with transitions. The educational-political consequences of multicultural education are outlined, including official recognition of multicultural groups, the right to kindergarten education for all children, and the necessity intercultural education and teacher training. The paper also discusses current trends in daycare in Europe, outlining the different types of institutions, creating networks between institutions, training staff, and political decisions regarding the relationship between state regulation and regional profiles. (JPB)

ED 423 987 PS 026 938

Abbott-Shim, Martha; Lambert, Richard; McCarty, Frances
Teacher Beliefs and Classroom Structure as Influences on Head Start Classroom Quality.
SPONS. AGENCY- Administration for Children, Youth, and Families

(Learning); Cultural Influences; Foreign Countries; Models; Research Needs; *Social Influences; *Social Science Research; *Theories
IDENTIFIERS- Historical Background

In recent years there has been a rapid growth of interest in the sociological study of childhood. Drawing on a large body of contemporary sociological and anthropological research, this book develops key links between the study of childhood and social theory, exploring its historical, political, and cultural dimensions. Through a consideration of the twin dimensions of childhood--as a structural feature of societies and as a context of children's everyday lives--the book reveals childhood's socially constructed character. The book's first part, "Imagining Childhood," explores pre-sociological and transitional or sociological models of childhood--socially constructed child, tribal child, minority group child, and social structural child. The second part, "Situating Childhood," explores concepts of childhood as influenced by: social space, such as school or home; temporality, such as age, generation, and social periods; play; work; culture; children's physical bodies; and social science research. The final section of the book, "Theorizing Childhood," draws together the analytical threads of the previous chapters and indicates directions in which the new social studies of childhood might be more productively theorized and make a more than modest contribution to social theory. Contains 377 references. (HTH)

ED 424 004 PS 026 970

Friedman, Mark; Danegger, Anna
A Guide to Developing and Using Family and Children's Budgets.
PUB DATE- 98
NOTE- 146p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Budgeting; *Budgets; Children; Cost Estimates; Expenditures; Family (Sociological Unit); Finance Reform; Financial Problems; Money Management; Operating Expenses; *Resource Allocation

Family and children's budgets summarize spending for children and their families, providing a picture of how resources are used at the national, state, county, city, and community levels. Directed to government officials, child and family advocates, and analysts, this book is intended as a user-friendly guide to address a range of issues about the construction, development, and use of such budgets. The guide reviews existing family and children's budgets and list resources for developing similar policy and decision-making tools. The major sections of the guide are: (1) "Starting Points," describing family and children's budgets and their role within a larger tool kit; (2) "The Developmental Nature of Family and Children's Budgets," including budgeting by program inventory, function, and result; (3) "How Do You Build a Family and Children's Budget?," including deciding what to include and exclude and the importance of community investments; (4) "Data Challenges in Building a Family and Children's Budget," focusing on geographic and time boundaries, expenditures, private- and public-sector funding, expenditures, revenue, inflation and population growth, and software; (5) "What Do You Do With a Family and Children's Budget?"; (6) "Issues and Lessons,

Involvement; High Risk Students; Parent Empowerment; *Parent Influence; *Parent Participation; *Parent Role; Preschool Children; Resource Materials; *School Readiness; Staff Development; Student Promotion; Training Methods; *Transitional Programs; Workshops
IDENTIFIERS- *Project Head Start

Intended to enable parents to support and advocate for their children during transitions, this guide contains training activities and hands-on action tools to help parents and staff work in partnership as children transition into and out of Early Head Start, Head Start, child care settings, and elementary schools. The guide is divided into three sections. The first section, "Users Guide," provides an introduction to the guide, including its purpose, expected outcomes, audience, performance standards, and organization. This section also provides an orientation session to explore the action tools in the guide as a resource for expanding their individual and program efforts to involve parents in transition activities. The second section, "Program and Parent Action Tools," includes nine action tools to help parents and staff understand transition, the key role parents play, and ways to implement the performance standards. These nine action tools are organized into three broad skill categories that enable parents to: (1) support each child; (2) build partnerships; and (3) strengthen advocacy skills. The third and final section of the guide addresses continuing professional development and guides staff and parents in expanding their skills by networking, joining organizations, and further researching the issue of parent involvement in transition. (SD)

ED 424 022 PS 027 000

Translating the IEP into Everyday Practice. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 133p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; High Risk Students; Inclusive Schools; Individual Needs; *Individualized Education Programs; *Individualized Family Service Plans; *Individualized Instruction; Preschool Children; Preschool Education; Resource Materials; *Special Needs Students; Staff Development; Training Methods; Workshops
IDENTIFIERS- Developmentally Appropriate Programs; *Project Head Start; Special Needs Children

Noting that Head Start has become the largest community-based preschool program providing services to children with disabilities, this guide is intended to build the skills of Head Start staff in effectively using the Individualized Education Program (IEP) to accommodate children with disabilities. Following an introductory section, the guide presents three training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module One, "Laying the Groundwork," provides information to help identify characteristics of the IEP and insufficient laboratory research to support strong causal statements about the effects of violent games on children's aggression. The Digest describes research on other effects of electronic game playing, such as the link between heavy game playing or playing of violent games and self-concept. Following a discussion of two electronic game rating systems, devised by the Recreational Software Advisory Council and the Entertainment Software Rating Board, the Digest offers parents recommendations for managing their children's game playing. Recommendations include knowing the content and procedures of the games, paying attention to game ratings, establishing explicit game-playing guidelines, and educating children about the difference between media and real-life violence. (Contains 11 references.) (EV)

ED 424 039 RC 021 116

Leue, Mary, Ed.
SKOLE: The Journal of Alternative Education, 1996.
PUB DATE- 96
NOTE- 547p.; Photographs will not reproduce adequately. For volume 12, see ED 399 099.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Childrens Writing; Compulsory Education; Conferences; *Educational Philosophy; Educational Practices; Elementary Secondary Education; *Free Schools; *Home Schooling; Interviews; *Nontraditional Education; Public Education; Small Schools

The four issues of "SKOLE" published in 1996 include articles about alternatives to public education, the value of free schools and home-schooling, and children's learning experiences. Feature articles include profiles of alternative schools and educational programs; descriptions of learning experiences and teaching practices; a study of full inclusion; discussions of the renewal of education and culture, the power of nonviolence, and Japanese education; suggestions on child rearing; a history of how the current system of compulsory "factory schooling" came about; criticism of the growing use of Ritalin and other drugs with children; interviews with educators and social scientists; and descriptions of three alternative education conferences. Two of the journal issues are devoted to children's poems, writings, and artwork produced by students at free schools and other small alternative schools. Also included are reviews of books, movies, magazines, and audiotapes; commentaries; and photographs. (SV)

ED 424 040 RC 021 367

Leue, Mary, Ed.
SKOLE: The Journal of Alternative Education, 1997.
PUB DATE- 97
NOTE- 565p.; Photographs will not reproduce adequately. For volume 13, see RC 021 116. Published quarterly.
LANGUAGE- English
EDRS Price- MF02/PC26 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attention Deficit Disorders; Community Schools; Conflict Resolution; Educational History; *Educational Philosophy; *Educational Strategies; Elementary Secondary Education; Experiential Learning; Free Schools; Holistic Approach; Home Schooling; Imagination; Lifelong Learning; *Nontraditional Education; Open Education; Public Schools;

view of the unconscious as a place of untapped resources and strength. The basic model of Ericksonian hypnosis involves three stages: absorbing a person in an experience or activity, ratifying that absorption, and eliciting the person's inner resources to address the symptom or problem. Examples are given of practitioner language used in accomplishing each step, including statements of truisms to develop cooperative agreement between practitioner and client, permissive language that allows the client some choices, and language patterns that deliver suggestions and link them to the absorption process. A case example demonstrates how hypnotic language deepened a recovering addict's experience of the trust fall as a metaphor for letting go of resentment toward his father and receiving support from the group. (Contains 18 references.) (SV)

ED 424 057 RC 021 706

Gilsdorf, Rudiger
Gestalt and Adventure Therapy: Parallels and Perspectives.
PUB DATE- 98
NOTE- 14p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Educational Philosophy; *Experiential Learning; Foreign Countries; *Gestalt Therapy; *Holistic Approach; Individual Development
IDENTIFIERS- Adventure Therapy

This paper calls attention to parallels in the literature of adventure education and that of Gestalt therapy, demonstrating that both are rooted in an experiential tradition. The philosophies of adventure or experiential education and Gestalt therapy have the following areas in common: (1) emphasis on personal growth and the development of present potentials; (2) promoting growth through creation of disequilibrium and tension; (3) "challenge" in adventure education versus the "creative experiment" in Gestalt; (4) the impact on the learning or therapeutic process by experiences "at the edge"; (5) characteristics of process and flow (nonpredictability of experience, need for spontaneity and flexibility); (6) focus on the present and concrete examples; (7) holistic approach to learning or therapy; (8) Gestalt belief in self-organizing systems versus the educational concept of constructivism; (9) transparent goals and limits; (10) focus on internal control, self-evaluation, and self-responsibility; and (11) confrontational approach to therapy or experiential group work. Gestalt concepts may inspire the theory and practice of adventure education by making practitioners more aware of what they are doing, and may be even more valuable for the new field of adventure therapy. (Contains 42 references.) (SV)

ED 424 058 RC 021 707

Hyde-Hills, Ian
It Is Better To Learn To Fish: Empowerment in Adventure Education.
PUB DATE- 98
NOTE- 6p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July

move to the advanced group involves shifting from identifying patterns of offending to accepting or controlling the feelings associated with offending, including processing the affective states of their victims. Because this is a difficult step for some clients to make, a 4-day adventure therapy program was developed to facilitate the transition by celebrating client achievements to date, engaging clients through a challenging experience, and fostering their ability to cope with intense emotional experiences. Since the nature of adventure therapy makes it difficult to control extraneous variables, evaluations combine qualitative and quantitative measures to detect individual change relative to client reviews conducted prior to the transition program. The daily activities, ethos, process, and staffing of the transition program are described, and 13 lessons that have been learned and matters still to be resolved are discussed. (TD)

ED 424 075 RC 021 724

Simpson, Cindy A.; Gillis, H. L.
Working with Those Who Hurt Others: Adventure Therapy with Juvenile Sexual Perpetrators.
PUB DATE- 98
NOTE- 15p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Modification; *Delinquent Rehabilitation; Empathy; Group Counseling; *Milieu Therapy; Outcomes of Treatment; *Peer Influence; *Performance Contracts; *Residential Programs; Self Esteem; Sexual Abuse
IDENTIFIERS- Adjudicated Youth; *Adventure Therapy; *Juvenile Sex Offenders; Project Adventure

In 1995, Project Adventure began a 12-bed, 10-month residential program called Legacy, which uses adventure-based counseling and treatment with juvenile sex offenders in Georgia. Clients must pass through a four-level system for successful completion of the program. Passing to a higher level is contingent on following the behavioral norms in the Full Value Contract. Numerous experiential activities, including camping, low and high ropes courses, initiative games, art and family therapy, and journal and workbook writing, are combined with individual and group counseling and extensive use of the peer group to reward good behavior or give consequences for bad behavior. The client's ability to commit to and carry out goals is key to moving on to a higher level. One week per month is spent camping, which provides time to practice problem solving and cooperation skills learned in the program. The transition of outdoor living skills to daily living skills at home is a successful component of the program. A battery of psychological instruments are administered upon admittance, with followup evaluations at 4, 8, and 12 months. The program has served 24 clients, all male, with an average age of 14.4 years. Of the 12 that have exited the program, 7 exited in an unplanned manner, but none of the 5 who completed the program have re-offended sexually. Six tables present program levels, the Full Value Contract, a schedule of a typical week in the first month, consequences in the program, demographics of participants, and scores on selected measures. (TD)

IDENTIFIERS- *Land Laboratories; Ohio (Toledo); Stewardship
The project PARK-IT! represents a unique partnership between a public elementary school and a city park in which students and teachers utilize a small naturalized area of the park as a Land Laboratory, and in return become its stewards. The project also includes this curriculum activity guide which can assist teachers in using the Land Lab with students in grades 4-6. The guide begins with an explanation of the importance of a land laboratory, guidelines for taking students outside, and preliminary activities to prepare for going to the site. Activities are grouped by such subject areas as soil, water, plants and animals. Activities address such concepts as composting, role of earthworms in soil production, water in the atmosphere, pollination, seed dispersal, plant community, and succession. Students will conduct a census of invertebrates and explore feeding behavior of spiders as part of field observation activities. The activities include journal questions and extensions. The guidebook includes a summary chart of activities which contains an activity overview, purpose, science skills involved, and learning outcomes keyed to fourth and sixth grade proficiency tests. (PVD)

ED 424 093 SE 061 760

The Life of the Lakes: The Great Lakes Fishery. Multimedia Package .
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Ecology; *Environmental Education; Environmental Research; *Fisheries; Learning Modules; Marine Biology; Natural Resources; North American History; Secondary Education; Socioeconomic Influences; Sustainable Development; Waste Disposal; *Water Pollution
IDENTIFIERS- *Environmental Awareness; Food Webs; *Great Lakes; Introduced Species; Sea Grant Program
This multimedia package includes a 55-minute videocassettes, a guide, and six posters and was designed to provide teaching outlines/plans for a two-week thematic unit on Great Lakes fisheries for middle school or high school youth. The guide can be used in both formal school settings and nonformal school settings such as youth organizations and nature centers. This package contains six activities and the video is segmented into four sections for ease of presentation during typical class or meeting periods. The guide is divided into the following sections: (1) Introduction: Purpose of the Guide; (2) Teaching about Great Lakes Fisheries, which includes a curriculum framework listing goals and objectives; (3) Pre- or Post-Video Short Activities and Activities Using Great Lakes Fisheries Map/Posters, which provides a discussion guide for use with the video; (4) Activities; (5) Additional Overhead/Handout Masters; and (6) Resources, including curriculum materials related to Great Lakes fisheries or aquatic sciences, videos, educational opportunities, and educational contacts. The activities cover such issues as overfishing and predation by the sea lamprey, fisheries careers, effects of social and technological activities on fisheries, effects of contaminants on environmental and human health, the role of fisheries in the economy, and food webs. (PVD)

particular emphasis placed on mathematics and science achievements in North Carolina. It is concluded that the majority of states participating in National Assessment of Educational Progress (NAEP) assessments have made progress toward Goal 3 in mathematics. (ASK)

ED 424 118 SE 061 899

Mathematics and Science Achievement in New Mexico, 1998.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Mathematics Education; National Competency Tests; *Science Education; *Standards; Tables (Data); *Test Results
IDENTIFIERS- *National Education Goals 1990; *New Mexico; State Mathematics Assessment (NAEP); State Science Assessment (NAEP)

The main objective of the third National Education Goal is for all students to be competent in academic subject matter, while the fifth National Education Goal aims for U.S. students to be able to perform at world-class levels in mathematics and science. This report summarizes the progress each state has made toward Goal 3--the students' achievement and citizenship goal, and Goal 5--the mathematics and science goal, with particular emphasis placed on mathematics and science achievements in New Mexico. It is concluded that the majority of states participating in National Assessment of Educational Progress (NAEP) assessments have made progress toward Goal 3 in mathematics. (ASK)

ED 424 119 SE 061 900

Mathematics and Science Achievement in Colorado, 1998.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Mathematics Education; National Competency Tests; *Science Education; *Standards; Tables (Data); *Test Results
IDENTIFIERS- *Colorado; *National Education Goals 1990; State Mathematics Assessment (NAEP); State Science Assessment (NAEP)

The main objective of the third National Education Goal is for all students to be competent in academic subject matter, while the fifth National Education Goal aims for U.S. students to be able to perform at world-class levels in mathematics and science. This report summarizes the progress each state has made toward Goal 3--the students' achievement and citizenship goal, and Goal 5--the mathematics and science goal, with particular emphasis placed on mathematics and science achievements in Colorado. It is concluded that the majority of states participating in National Assessment of Educational Progress (NAEP) assessments have made progress toward Goal 3 in mathematics. (ASK)

ED 424 120 SE 061 901

Mathematics and Science Achievement in West Virginia, 1998.
PUB DATE- 98

IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations
This booklet presents the social studies test required for graduation in Alberta, Canada. The grade 12 diploma examination consists of multiple-choice questions (60 percent of the total mark) and written response questions (40 percent). Time for the examination is expected to be two-and-one-half hours with an additional one-half hour given to complete the exam. Questions are correlated to an interpretation of charts, graphs, political cartoons, tables, maps, and other items. The essay questions have four writing assignments requiring students to discuss advantages and disadvantages of a free-market economic system with support of the explanation. (EH)

ED 424 146 SO 028 595

Social Studies 33 Grade 12 Diploma Examination.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Testing; Foreign Countries; *Graduation Requirements; High Schools; *Social Studies; *State Standards; *Student Evaluation; *Test Content
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations
This booklet presents the social studies test required for graduation in Alberta, Canada. The grade 12 diploma examination consists of multiple-choice questions (60 percent of the total mark) and written response questions (40 percent). Time for the examination is expected to be two-and-one-half hours with an additional one-half hour given to complete the exam. Questions are correlated to an interpretation of charts, graphs, political cartoons, tables, maps, and other items. The essay questions have four writing assignments requiring students to examine how Canada can best participate in the international community and support the explanations. (EH)

ED 424 147 SO 028 788

Creative Collaborations: A Workbook To Aid in the Establishment of Formal Partnerships between School District Arts Supporters and Community Arts Organizations for the Benefit of Arts Education.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Colorado Council on the Arts, Denver.; El Pomar Foundation, Colorado Springs, CO.
PUB DATE- 94
NOTE- 142p.; A product of the Arts Education Equity Network project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aesthetics; *Art; *Art Education; Community Cooperation; Cooperative Programs; Elementary Secondary Education; *Fine Arts; *School Community Relationship; School Involvement; School Support
This workbook is a guide to establishing formal partnerships between school district arts supporters and community arts organizations for the benefit of arts education. The workbook consists of nine sequential sections, each containing a series of questionnaires and essays designed to aid readers in

skilled ones to participate; and (5) there are no easy or definitive answers to integrating technology into educational learning contexts. Further data analysis will be conducted. (Contains 61 references.) (DLS)

ED 423 836   IR 019 057

Goodwin, Yvonne A.; Kincaid, Tanna M.
Essential Elements for Developing Effective Instruction in Any Setting.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040. Figure may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporations; *Design Preferences; *Educational Environment; Elementary Secondary Education; Higher Education; Human Services; *Instructional Design; *Instructional Effectiveness; Models; Professional Development; Program Effectiveness; Training
IDENTIFIERS- Design Methodology

This paper offers a definition for the word "effective" and then discusses implications of research on the environment in relation to designing effective instruction. Similarities and differences involved in designing effective instruction are presented across four different contexts: K-12, higher education, human services, and corporate. The paper posits that the primary reason instruction and training fail to achieve intended goal(s) is due to instructional designers' tendency to overlook or underestimate environmental issues. With this in mind, it is suggested that environmental issues be thoroughly addressed before instructional designers proceed with the design process. A model of E=PxSxS (effective, product, stakeholders, setting) is used to frame the discussion about developing effective instruction or training. (AEF)

ED 423 837   IR 019 058

Harvey, Francis A.; Charnitski, Christina Wotell
Improving Mathematics Instruction Using Technology: A Vygotskian Perspective.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Concept Formation; Cooperative Learning; Curriculum Development; Educational Practices; Educational Technology; Educational Theories; Elementary Secondary Education; *Instructional Design; Instructional Improvement; Instructional Materials; Material Development; Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; Mathematics Skills; National Standards; Social Theories; Theory

sources consisted of transcripts of all computer conferences, real-time (synchronous) chats, and students' electronic journals about CC; results of pre- and post-course CC attitude surveys; and notes from semi-structured interviews with participants. Data analysis was done using the constant comparative method. Figures include: the FirstClass desktop; the code words found in each type of conference; a flow chart of the types of asynchronous conferences; and summaries of the types of messages in student-moderated, instructional, auxiliary, and metacognitive conferences. Qualitative results are discussed related to each of the four research questions. The instructor's role in computer conferencing is analyzed. (Contains 26 references.) (DLS)

ED 423 853 IR 019 074

Northrup, Pamela Taylor; Pilcher, Janet K.
STEPS: An EPSS Tool for Instructional Planning.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Computer Software Development; Computer Uses in Education; *Curriculum Development; Databases; Design Preferences; Educational Change; Educational Environment; *Educational Planning; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Instructional Design; *Instructional Development; Instructional Materials; Integrated Curriculum; Online Systems; Optical Data Disks; Postsecondary Education; Preschool Education; Preservice Teacher Education; *State Standards; World Wide Web
IDENTIFIERS- Alternative Assessment; Florida; Goals 2000; *Performance Support Systems; Teacher Planning; Technology Integration

Support for Teachers Enhancing Performance in Schools (STEPS) is a World Wide Web and CD-ROM electronic performance support system (EPSS) designed for preK-12 and preservice educators to assist in designing and developing lessons, units, or curricula; this tool was developed around school reform and accountability initiatives in Florida. To achieve the four areas of accountability (i.e., integrated curriculum, integrating technology, alternative assessment, and diverse learning environments) and to maintain that all teachers would be able to use STEPS for instructional planning and ongoing support, the following variables were established as development guiding principles: easy access; user interface; teacher planning model; scaffolding for guidance; teacher developed and tested materials; and plan for continuous evaluation and revision. Six components were established within STEPS: (1) Lesson Architect, a guide through the instructional planning process; (2) Tutorial Library, 40 instructional tutorials centered around the four areas of accountability; (3) Model Units, designed for teachers to use as models for planning their own units; (4) Related Web Links, over 400 annotated links to relevant, reliable Web sites; (5) Best Practices Database, accessible by Sunshine State Standard and subject area or keyword; and (6) Coach, scaffolded help. A

Curriculum: Results of a Year-Long Case Study Featuring Second Graders and Senior Citizens.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Community Involvement; *Computer Mediated Communication; Elementary School Students; Grade 2; Group Discussion; *Intergenerational Programs; Intergroup Relations; *Interpersonal Communication; Listservs; *Older Adults; Primary Education; Social Development; Teacher Role; Theory Practice Relationship
IDENTIFIERS- Erikson (Erik); Face to Face Communication; Intergenerational Relationship; *Psychosocial Development

This paper describes the activities and results of a year-long intergenerational electronic communication project. The fundamental purpose of the project was for two distinct generational groups in the same geographical community--second grade students and senior citizens--to get involved in a dialogue featuring discussion topics generated by the second grade teacher. These topics were planned to integrate with regular scheduled student activities in the classroom. It was also a goal of the project that face-to-face meetings between the two groups would occur. The researchers used Erikson's psychosocial theory of development as a theoretical framework for understanding the interactions between the two groups, as well as for generally assessing the differences and potential for connecting and communicating ideas. One of the major goals for success was to see if the communication would continue throughout the school year; it succeeded because of initial negotiations that took place with both seniors and teachers. Secondly, the face-to-face meetings were successful and more effective because of the prior connections made through e-mail. Thirdly, the project generated goodwill toward the school in a community that traditionally has not been supportive, interested, or aware of school issues. (AEF)

ED 423 871 IR 019 092

Fitzgerald, Gail E.; Nichols, Polly J.; Semrau, Louis P.
Training in Observation Skills for Health Care Professionals: Interactive Multimedia.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division(20th, St. Louis, MO, February 18-22, 1998); see IR 019 040. Very dark figures will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Behavior Rating Scales; Child Behavior; Classroom Observation Techniques; Coding; Computer Assisted Instruction; Computer Simulation; Computer Software Development; Graduate Study; Higher Education; *Instructional

Awareness: Making your problem known; (5) Planning: Figuring out how you're going to proceed; (6) Remediation: Making your fixes; (7) Testing: Making sure everything works; and (8) Implementation: Using your compliant systems. At the beginning of each step is a timeline indicating a progression point (the guide aims for Year 2000 compliance by September 9, 1999). Each step identifies time on task, reason for that particular step, issues to address, and pertinent information for accomplishing the step. Appendices provide additional/more detailed information on: key dates to consider; embedded devices; managing the Y2K compliance of suppliers; sample letter to vendors; contract and procurement language; contingency planning; remediation in urban school districts; and resources and links. Throughout the guide are two special designations (see page 1 for symbols) indicating that supplementary material is available at a particular appendix or a web site. (AEF)

ED 423 889   IR 057 191

Preventing Child Exploitation on the Internet. Special Hearing before a Subcommittee of the Committee on Appropriations. United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Child Welfare; Children; Cooperative Programs; *Crime Prevention; *Federal Programs; *Internet; *Safety; Sexual Abuse
IDENTIFIERS- *Child Pornography; *Child Protection; Congress 105th; Federal Bureau of Investigation

This Congressional Hearing focuses on protecting children from exploitation on the Internet. Opening remarks of Senator Gregg, statements of Senator Hollings, and Senator Mikulski, and statement and summary statement of Hon. Louis J. Freeh, Director of the Federal Bureau of Investigation, Department of Justice, are provided at the beginning of the document. Topics of discussion in the hearing include: CyberTipline; Innocent Images initiative; child abduction and serial killer unit; training; public awareness; Innocent Images cases; national coordination; regional state and local task forces; DNA profiles; private industry assistance; Crimes Against Children Program accomplishments; prepared statement of Louis J. Freeh; implementation of 1998 FBI enhancements; challenges for combating child exploitation; crimes against children; extent of Internet child pornography problem; traveler cases; DNA tracking system; federal, state and local cooperation; caliber of FBI agents; resources needed; St. Mary's College students in Guatemala; and congressional intent. Nondepartmental Witness statement of Ernest E. Allen, president and CEO of the National Center for Missing and Exploited Children (NCMEC) and update on progress addressing child sexual exploitation on the Internet, the subcommittee's mandate, and NCMEC report make up the end of the document. (AEF)

ED 423 890   IR 057 192

Nebraska Library Commission. Public Library Profile, 1996-1997.
SPONS. AGENCY- National Foundation on the Arts and Humanities, Washington, DC. Inst. of Museum and Library Services.
PUB DATE- 98
NOTE- 171p.

service and policy documents; sample forms; a complete information literacy model with a matrix for recording which units cover which skills; collaborative planning resources; and suggestions for over 100 possible student products. The accompanying CD-ROM contains all the forms, handouts, and transparencies needed to teach the lesson plans and units, formatted for Microsoft Word 6.0 (for Macintosh and Windows). Contains an index. (DLS)

ED 423 909 IR 057 212

Charny, Wendy
Characteristics of Corporate Libraries.
PUB DATE- 97
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Background; Computer Networks; Corporations; *Geographic Distribution; History; Librarians; *Library Automation; Library Research; Online Systems; *Periodicals; *Special Libraries; Statistical Analysis; *Supervisors
IDENTIFIERS- *Corporate Libraries; Research Results

This paper reports on a study conducted to collect the data pertaining to corporate libraries in the United States in order to provide a statistical profile of these special libraries. A review of the literature was performed. The researcher used the online "1996 Directory of Special Libraries and Information Centers," which lists 21,380 special libraries. Of these, 1,417 company libraries were analyzed to provide statistics for a comparison of founding date; gender of library supervisor; periodical subscriptions; computer automation; online network participation; and distribution of libraries by state. When possible this information was compared to available historical data. It was found that over 50% of the libraries were established after World War II. Since that time, collection size has evolved. Although monographs and company generated reports remain important, periodical subscriptions have risen slightly since the 1960s. At this time, computer automation and online databases are available at less than half of the libraries analyzed. Over seventy percent of library supervisors are female. Data are presented in 10 tables. Two appendices contain coding for profiles of corporate libraries; and five tables compiled by Anthony Kruzas. (Author/DLS)

ED 423 910 IR 057 213

Keener, Deborah S.
An Evaluation of Genealogical Collections as Perceived by the Members of the Ohio Genealogical Society, Summit County Chapter.
PUB DATE- 98
NOTE- 82p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *Genealogy; Information Seeking; *Information Services; *Information Sources; Information Technology; Mail Surveys; Questionnaires; Research Methodology; *Resource Materials; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Ohio; Research Results

Instruction; *Writing Skills
IDENTIFIERS- Monroe County Community College MI

This report provides outcomes for the 1997-98 Monroe Community College's Writing Across the Curriculum (WAC) program, an effort designed to help students learn to write in all disciplines with the help of writing centers staffed by trained student writing fellows. The program focuses on improving the quality of services through renewed efforts to communicate with faculty and students. Strategies employed to provide better service for a diverse student body included the Writing Center Assignment Book, written reports submitted by tutors, writing fellow volunteerism, and an Exchange Day that provided facility tours. A campus-wide survey of students and faculty was administered to determine effectiveness in the areas of service and communications. Following introductory remarks, the report includes the following sections: the year in review; a self-evaluation study from faculty and students; 1997-98 writing fellows scheduling and statistics; WAC program evaluations by students, writing fellows and faculty; and a budget report. The report also includes a discussion of schedules and a statistical analysis of the work that goes on in the Writing Center. Appended is a survey for the Institutional Project Grant: A Report on Research into Writing-Across-the-Curriculum Projects (1987). (AS)

ED 423 930 JC 980 426

Puyear, Don
Concurrent and Dual Enrollment of High School Students in Arizona Community Colleges: A Status Report.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Articulation (Education); College Bound Students; *College Credits; College Faculty; *Community Colleges; Credit Courses; *Distance Education; *High School Students; High Schools; Two Year Colleges
IDENTIFIERS- Arizona; *Concurrent Enrollment

This report addresses most community college students under the age of 18 who have not attained a high school diploma or G.E.D, and who are in the category of concurrent enrollment. For the purposes of this paper, 6 possible models were proposed for dual and concurrent enrollment courses: (1) the course is taught as an augmentation of a high school course; (2) a high school teacher teaches the course and it is taught at the high school during the school day; (3) the course is taught at the high school during the school day, but the teacher is a community college teacher who is not also a high school teacher; (4) the course is taught at a location other than the high school, but it is limited to high school concurrent enrollment students; (5) the course is taught at a location other than the high school and high school students are mixed with other college students; and (6) some other arrangement to be described. The report includes abstracts submitted upon request by the following community colleges: Coconino, Maricopa, Mohave, Pima, Cochise, Eastern Arizona, Northland Pioneer, Central Arizona, Yavapai, and Arizona Western. (AS)

ED 423 931 JC 980 427

Puyear, Don

older infants succeeded in learning novel gestures as symbols only when given additional practice with the gestural medium. This clear developmental pattern supports the prediction that an initial general ability to learn symbols (both words and gestures) develops into a more focused tendency to use words as the predominant symbolic form in hearing infants. (JPB)

ED 423 950 PS 025 996

A Tool Kit for Healthy School Meals: Recipes and Training Materials. USDA's New School Lunch and Breakfast Recipes.
PUB DATE- 95
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Breakfast Programs; Elementary Secondary Education; *Food Service; Lunch Programs; *Recipes (Food); Resource Materials; Staff Orientation
IDENTIFIERS- Department of Agriculture; Healthy Kids Initiative

This kit contains a recipe book and various separately published materials to train food service staff in implementing the new breakfast and lunch menus from the U. S. Department of Agriculture (USDA). A training manual provides background information on recipe selection, development, and testing; orients staff to the recipe format; explains and demonstrates the uses of the nutrient analysis provided for each recipe; and includes instructions on substituting ingredients and adjusting recipes, as well as tips for maximizing quality. Also included in the kit is a booklet suggesting ways to encourage students to stay on campus for meals, such as marketing new menus, garnishing meals, creating Mexican or Asian theme meals, and tailoring school menus to the community and the school; and getting staff, teachers, and parents involved in mealtimes. A set of step-by-step instructions for building a promotional kiosk, is also included. An additional booklet features photographs of sample meals from the USDA's new breakfast and lunch recipes. The cookbook itself, designed for a loose leaf binder, is comprised of approximately 80 recipes divided into the following sections: (1) grains/breads; (2) desserts; (3) main dishes; (4) salads/salad dressings; (5) sandwiches; (6) sauces and gravies; (7) soups; (8) vegetables; and (9) breakfasts. Recipes give ingredients and directions to prepare 50 or 100 servings, allow space to write in different numbers of servings, and provide a nutrient analysis. (KB)

ED 423 951 PS 026 019

Brown, Brett V.; Botsko, Christopher
A Guide to State and Local-Level Indicators of Child Well-Being Available through the Federal Statistical System.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Birth Weight; Census Figures; Child Abuse; *Child Health; Child Neglect; Child Support; *Child Welfare; Crime; Demography; Dropout Rate; Foster Care; Housing Deficiencies; Immunization Programs; *Information

assistance provided by the state; and (6) involving parents in decision-making was difficult. Most local partnerships began implementation in 1994. To date, significant changes were evident in the following areas: the percentage of AA-licensed child care facilities, enhanced quality of care and number of services offered in child care centers receiving Smart Start services, professional development of child care staff, the provision of Child Care Resource and Referral services, the provision of family support through Family Resource Centers, and increased subsidies to children of low-income families. (KB)

ED 423 969 PS 026 885

Awsumb, Catherine
Reinventing Government? Perspectives on the Smart Start Implementation Process.
PUB DATE- 95
NOTE- 62p.; Report to the Department of Human Resources by the Smart Start Evaluation Team.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Early Childhood Education; Economically Disadvantaged; *Elementary School Students; Partnerships in Education; Poverty Programs; Preschool Children; Program Evaluation; Program Implementation; *School Readiness; Welfare Recipients; *Welfare Services
IDENTIFIERS- North Carolina; *Smart Start NC

Smart Start is a statewide initiative to ensure that all of North Carolina's children arrive at school healthy and ready to learn. A formative evaluation assessed, from the perspective of local participants in the original twelve Smart Start sites, how well these process goals are being met in the implementation process. Focus group and individual interviews were conducted with 53 local Smart Start participants, including parents, providers, non-profit and business personnel, board members, board chairpersons, and executive directors. Two broad process goals which are central to Smart Start were discussed in the interviews: non-bureaucratic decision-making and broad-based participation. Each of these process goals were then explored in terms of five factors which interviewees identified as keys to success to determine strengths and weaknesses in the implementation process and suggestions for improvement. These five key success factors for broad-based participation are non-agency participation, trade-offs in the decision-making process, managing potential conflicts of Interest, the role of the executive director, and combating burnout. It was determined that non-bureaucratic decision making was helped or hindered by local control, state management practices, politicization, systems change, and inter-agency collaboration. (JPB)

ED 423 970 PS 026 886

Maxwell, Kelly; Bryant, Donna; Peisner-Feinberg, Ellen; Buysse, Virginia
Center-Based Child Care in the Pioneer Smart Start Partnerships of North Carolina. UNC Smart Start Evaluation Report.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; *Day Care; *Day Care Centers; Early

(DHHS), Washington, DC.
PUB DATE- 98
NOTE- 11p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 19-12, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Classroom Environment; Educational Assessment; *Educational Quality; Preschool Education; *Preschool Teachers; Teacher Aides; *Teacher Attitudes; Teacher Background; *Teacher Characteristics; Teacher Education; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- *Project Head Start

This study investigated the characteristics and beliefs of Head Start teachers and teacher aides and the classroom structural dimensions that are associated with Head Start classroom quality. The quality of classroom teaching practices was assessed using the Assessment Profile for Early Childhood Programs: Research Version. Teachers completed the Teacher Beliefs Scale and Instructional Activities Scale. The results provide strong support for previous research demonstrating that teacher's education and the classroom structure (including child to adult ratio and class size) are related to classroom quality for Head Start. The lack of relationship in the expected direction between teacher beliefs and educational level or years experience suggests that other factors have more influence over the beliefs of Head Start staff with regard to developmentally appropriate practices. Findings suggest that staff development training, management climate, local traditions of quality, and the informal influences that staff have on each other may be stronger determinants of teacher beliefs than formal education and experience. (JPB)

ED 423 988 PS 026 939

Abbott-Shim, Martha; Lambert, Richard; McCarty, Frances
Structural Model of Head Start Classroom Quality.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 18p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Educational Quality; Preschool Education; Research Needs; School Effectiveness; Teacher Aides; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teacher Education; *Teacher Effectiveness; Teachers
IDENTIFIERS- *Project Head Start; Quality Indicators; *Structural Modeling

Previous research has not statistically analyzed the teacher and classroom structural characteristics related to the quality of Head Start. This study developed, tested, and validated a model to identify the characteristics and beliefs of Head Start teachers and teacher aides and the classroom structural dimensions associated with Head Start classroom quality. One hundred ninety classrooms across three Head Start programs were observed and surveyed once each year for two years. The quality of classroom teaching practices and procedures was assessed by means of the Assessment Profile for Early Childhood Programs:

including the role of advocacy organizations and common mistakes; and (7) "Who's Done It?" highlighting counties and states that have produced children's budgets regularly. Appendices include a partial inventory of budget documents, and examples of formats in state and local family and children's budgets. Contains 32 references. (Author/KB)

ED 424 005 PS 026 971

Biddulph, Steve
Raising Boys: Why Boys Are Different and How To Help Them Become Happy and Well-Balanced Men.
PUB DATE- 98
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletics; Brain; *Child Development; *Child Rearing; Childhood Needs; Community Role; Developmental Stages; Father Attitudes; *Fathers; Individual Development; Learning Problems; *Males; Mother Attitudes; *Parent Child Relationship; Parent Role; Parenting Skills; Sex Differences; Sexuality; *Sons; Sportsmanship

Noting that by 15 years of age, boys are three times more likely than girls to die from all causes combined, but especially from accidents, violence, and suicide, this book suggests that boys have special needs and offers suggestions for effective parenting. Chapter 1, "What Is It with Boys?," provides an overview. Chapter 2, "The Three Stages of Boyhood," discusses boys' development from birth to age 6, from age 6 to 14, and from age 14 to adult. Chapter 3, "Testosterone!," discusses the production of testosterone in boys and its effect on their behavior. Chapter 4, "How Boys' and Girls' Brains Differ," explores the difference in brain development between males and females and the implications of these differences. Chapter 5, "What Dads Can Do," stresses the importance of the father-son relationship and offers parenting suggestions for fathers. Chapter 6, "Mothers and Sons," discusses the importance of the mother-son relationship and offers suggestions to mothers about rearing boys. Chapter 7, "Developing a Healthy Sexuality," suggests that boys need warmth and positive support, good practical information, and a chance to grow up before they become sexually active. Chapter 8, "A Revolution in Schooling," discusses the problems boys have in school, including a lack of male role models. Chapter 9, "Boys and Sports," discusses the importance of sports in boys' lives and the important life lessons that can be learned from participating in sports. Chapter 10, "A Community Challenge," explores how a whole community can support boys. The book concludes with an appendix that discusses attention deficit disorder in boys. (LPP)

ED 424 006 PS 026 973

Barreras, Ricardo E., Comp.
The Working Poor in America: A Bibliographical Resource. The Foundation for Child Development Working Paper Series.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

IFSP (Individualized Family Service Plan), including purpose, benefits, and stages in the development process. Module Two, "What Do I Do Now? Understanding and Implementing the IEP," assists in formulating strategies for translating IEP goals and objectives into classroom activities that reflect developmentally appropriate practice and developing a systematic approach for monitoring ongoing process. Module Three, "Working Together," identifies methods for encouraging collaboration and communication between families, Head Start staff, and related service providers. The final sections of the guide provide strategies supervisors can use to help staff apply new skills and extend their learning, and resource lists of print and audiovisual materials. (SD)

ED 424 023 PS 027 001

Building on Success. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 128p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Family Programs; Goal Orientation; *High Achievement; High Risk Students; Organizational Effectiveness; *Parents; Preschool Children; Preschool Education; Resource Materials; School Community Relationship; Skill Development; *Staff Development; *Success; Training Methods; Workshops
IDENTIFIERS- *Family Support; *Project Head Start

Noting the increasing need for Head Start's efforts to support parents' personal and professional success, this guide for Head Start staff examines the success process at both the individual and the program level, and explores strategies that strengthen the larger community's support for families as they define and build upon success. Following an introductory section, the guide presents three training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module One, "Focusing on Success," provides skill-building in such areas as defining success for oneself, setting priorities, and moving toward goals. Module Two, "Working the Head Start Success Ladder," guides participants in an examination of what Head Start can do to assist individuals as they establish and pursue goals, in particular goals related to economic well-being. Module Three, "Building Success in the Community," expands the focus to the world beyond Head Start by examining the role Head Start plays in fostering a community where all members can achieve their personal visions of success. The final sections of the guide contain information on continuing professional development, and publication and organization resources. Three appendices describe Project Match and Economic Independence; a community framework for Head Start; and elements of federal welfare reform. (SD)

ED 424 024 PS 027 002

Supporting Families in Crisis. Training Guides for the Head Start

Small Schools

The four issues of the journal SKOLE published in 1997 contain articles, personal narratives, and interviews about small alternative schools, home schooling, educational history, the deficiencies of public education, and educational philosophy and innovations. Major articles include: "The Creatures They Are: Children Becoming Their Nature" (about imagination) (Richard Lewis); "Eyeless in Gaza" (about literacy) (John Taylor Gatto); "Notes on My Trip to Waabno Gamaak: Helping To Change a School from an Authoritarian to Democratic Process" (Jerry Mintz); "I Went to Seven Different Elementary Schools" (Arthur Gladstone); "Hanging On at the Edge of the World: Teaching Writing to Urban Special Needs Youth" (Barbara Geis); "Breaking the Silence of Violence: Teaching Our Children New Strategies" (Michael Massurin); "Sharing One Skin" (about the Okanagan Indian community) (Jeannette Armstrong); "So Are You a Teacher, or What?" (Bill Kaul); "Like China in the Bull Shop: Classroom Accidents Waiting To Happen and Downshifting into Boredom" (Robert L. Kastelic, Kathleen McLinn); "Emily's Tree; Imagination and the Soul of Learning" (Richard Lewis); "Competition, Conditioning, and Play" (John Chilton Pearce); "A School Must Have a Heart" (Chris Mercogliano); "Montessori & Steiner: A Pattern of Reverse Symmetries" (Dee Joy Coulter); "On Conflict Resolution" (Bill Kaul); "School Is Bad for Children" (John Holt); "'Partial Vision' in Alternative Education" (Ron Miller); "Impatience" (John Potter); "It Takes a Community" (Sarah Scott); "The Different Drum: Community Making and Peace" (M. Scott Peck); "Why I Believe Attention Deficit Disorder Is a Myth" (Thomas Armstrong); "Elizabeth Byrne Ferm, 1857-1947" (Alexis C. Ferm); "Our Solar-Heated Bio-Dome" (Ted Strunck, Jane Strunck); "Radical Democracy and Our Future: A Call to Action" (John Taylor Gatto); "'Lifelong Learning': A Holistic View" (Nathaniel Needle); and "Receding Yet Again. Then Dissolving into Imaginary Gelatin" (about teaching) (Bill Kaul). This journal also contains poems, student writings, interviews, letters to the editor, and reviews of books and videos. (SAS)

ED 424 041 RC 021 640

Technology for Education. IDRA Focus.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Affirmative Action; *Computer Uses in Education; Court Litigation; Educational Strategies; *Educational Technology; Elementary Secondary Education; *Equal Education; High Risk Students; Higher Education; *Internet; Limited English Speaking; *Minority Groups; Professional Development; World Wide Web
IDENTIFIERS- *Coca Cola Valued Youth Program; Technology Integration

This theme issue includes five articles that focus on technology for education to benefit all students, including limited-English-proficient, minority, economically disadvantaged, and at-risk students. "Coca-Cola Valued Youth Program Students Meet Peers Via Video Conference" (Linda Cantu, Leticia Lopez-De La Garza) describes how at-risk student tutors learn to use e-mail, fax, and video equipment through participation in a video conference with other student tutors. A sidebar shows how the program supports Texas middle school academic standards. "Financial Aid: Challenges and Possibilities for Minority

1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Consciousness Raising; *Experiential Learning; Individual Development; Models; Program Design; *Student Empowerment; Therapy; *Transfer of Training
IDENTIFIERS- *Adventure Therapy

Adventure-based programs may be designed in a way that not only provides an intervention aimed at therapy or development, but also teaches participants to become their own agents of change. McWhirter's model proposes that empowerment is broader than notions of personal autonomy and efficacy, reaching outside the individual. The model specifies four requirements for complete empowerment: becoming aware of the power dynamics at work in one's life (conscientization), developing skills and capacity to gain some control over one's life, exercising this control without infringing on others' rights, and supporting empowerment of others in the community. These four requirements can give structure to an adventure program. In dealing with the primary theme of the program (specific need or intervention), participants may learn McWhirter's empowerment model experientially. Isomorphic framing techniques are used to draw parallels between the model and the primary theme's therapeutic process. To use this method, wilderness adventure programs must have two parts: preparation and training for the wilderness project and actual undertaking of the project in the wilderness. The training phase provides a wide range of life skills and meets the participants' special needs, while the wilderness phase provides motivation to learn and the opportunity to use new skills. An example of teenagers learning effective communications skills during a 2-day wilderness project illustrates the application of the four-stage empowerment model. (SV)

ED 424 059 RC 021 708

Stolz, Paul
Stories of Change.
PUB DATE- 98
NOTE- 5p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adventure Education; Attitude Change; Foreign Countries; *High Risk Students; *Individual Development; *Life Events; *Self Concept; Student Attitudes; Student Behavior; Therapy; *Wilderness
IDENTIFIERS- *Narrative Therapy; *Shipping News (The)

In Annie Proulx's novel "The Shipping News," the anti-hero undertakes a journey of change that transforms the way he sees himself and his ways of acting and relating. This novel about the complexity of life and difficulty of change mirrors the course of wilderness-enhanced narrative therapy. Narrative therapy suggests that the sum of one's life experiences and the way one acts on that information make up the "dominant

Practice Relationship; *Thinking Skills
IDENTIFIERS- Learning Environments; National Council of Teachers of Mathematics; NCTM Assessment Standards; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards; Technology Integration; *Technology Role; *Vygotsky (Lev S)

Strategies and programs for improving mathematics instruction should be derived from sound educational theory. The sociocultural learning theories of Vygotsky may offer guidance in developing technology-based mathematics curriculum materials consonant with the NCTM (National Council of Teachers of Mathematics) goals and objectives. Vygotsky's theories, especially when they are applied to the use of current and emerging technologies, have the potential to help classroom teachers narrow the gap between current practices and the vision of mathematics education represented in the NCTM standards. Vygotskian theory incorporates several key ideas relative to levels and types of concept formation, the role of collaborative interchange in concept development, and instructional configurations that guide and promote concept development. Issues related to technology's role in mathematics education include content contexualization in the negotiation of meaning and reasoning skills, collaboration, communication, and language in the process of concept development. Mindtools (i.e., computer-based tools and learning environments that have been adapted or developed to function as intellectual partners with the learner in order to engage and facilitate critical thinking and higher-order learning), databases, spreadsheets, and computer-mediated communication are all tools which, when appropriately implemented, may promote high level thinking skills and support concept development. (Contains 26 references.) (AEF)

ED 423 838 IR 019 059

Hawley, Chandra L.; Duffy, Thomas M.
Design Model for Learner-Centered, Computer-Based Simulations.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- computer conferencing; the STEPS (Support for Teachers Enhancing Performance in Schools) tool fo,Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Banking; Computer Assisted Instruction; *Computer Simulation; *Computer Software Development; *Computer Software Evaluation; Constructivism (Learning); *Courseware; *Design Preferences; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Experiential Learning; *Instructional Design; Learner Controlled Instruction; Training
IDENTIFIERS- *Learning Environments

This paper presents a model for designing computer-based simulation environments within a constructivist framework for the K-12 school setting. The following primary criteria for the development of simulations are proposed: (1) the problem needs to be authentic; (2) the cognitive demand in learning should be authentic; (3) scaffolding supports a focused effort relevant to the learning goals; (4) coaching promotes learning rather than directing or correcting performance; (5) reflection supports abstracting, synthesizing, and extending the learning;

diagram of STEPS is included. (Contains 13 references.) (DLS)

ED 423 854 IR 019 075

Persichitte, Kay A.; Tharp, Donald D.; Caffarella, Edward P.
Pre-Service Teacher Preparation and Interactive Information Technologies Critical Mass.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, DC.
PUB DATE- 98
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Majors; *Electronic Mail; Higher Education; *Information Technology; *Preservice Teacher Education; School Surveys; *Schools of Education; Teacher Educators; Use Studies; *World Wide Web
IDENTIFIERS- Computer Use; Information Infrastructure; *Technological Infrastructure; Technology Integration; *Technology Utilization

This paper reports on a study which examined critical mass for the use of information technologies (i.e., electronic mail and World Wide Web applications) in schools, colleges, and departments of education (SCDEs) by faculty, students, and faculty and students combined. The study also investigated critical mass for the existence of adequate infrastructure for information technologies. A sample survey design was used to collect data from professional teacher education institutions. The 1996 SCDE Technology Survey was mailed to 744 SCDE institutions. Responses were received from 465 institutions for a response rate of 63%. Achievement of critical mass was based on the number of institutions identified as SCDE faculty and student users combined, SCDE faculty users, SCDE student users, and SCDE institutions which provide adequate infrastructure for information technologies. Results confirm critical mass has been reached in SCDE use of information technologies and for the provision of adequate infrastructure for the use of information technologies. Recommendations and implications for other issues associated with technology integration are included. (Contains 23 references.) (Author/DLS)

ED 423 855 IR 019 076

Ravitz, Jason
Conditions that Facilitate Teachers' Internet Use in Schools with High Internet Connectivity: Preliminary Findings.
PUB DATE- 98
NOTE- 19p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Constructivism (Learning); *Educational Change; Educational Practices;

Design; *Instructional Effectiveness; Learner Controlled Instruction; Learning Theories; Medical Education; Models; *Multimedia Instruction; *Multimedia Materials; Observation; Screen Design (Computers); Special Education; Student Behavior; Teacher Education; Training Methods; Videodisks
IDENTIFIERS- Authenticity; Gagne (Robert M); *Observation Techniques

This paper describes an alternative delivery approach for training personnel in observation skills using interactive multimedia technology. The "Classroom Behavior Record (CBR) Observation Training Program," includes three videodiscs that contain video and audio scenes of children in classrooms/playgroups and instructional narrations. The seven-module computer program delivers instruction through text, graphics, animation, and videodisc material; provides feedback on practice activities; and controls delivery speeds. The CBR program is based on a well-established observation system used to assist in diagnosis and treatment monitoring in hospital and school settings. The overall design of the training program is based on the "Stages of Learning Model" as described by R. Gagne and adapted to computer-based instruction; the CBR modules have features that support acquisition, fluency-building, and generalization of skills. The CBR training program, utilizing a version of the behavior codes revised for school professionals, was implemented with graduate students (n=40) enrolled in special education courses. Data were collected over a 3-year time period. Data were gathered on usage time, learning patterns, knowledge of behavior codes, and speed and accuracy in coding. Training outcomes indicated that the program is an effective and efficient training procedure. Instructional design, authenticity of materials, and ability to provide learner-controlled instruction are important ingredients in the effectiveness of the program. (Contains 16 references.) (AEF)

ED 423 872 IR 019 093

Mills, Steven C.; Ragan, Tillman R.
An Implementation Model for Integrated Learning Systems.
PUB DATE- 98
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Computer Assisted Instruction; *Computer Managed Instruction; Courseware; Educational Change; Educational Practices; Elementary Education; Elementary School Teachers; Evaluation Criteria; Instructional Design; Instructional Effectiveness; *Integrated Learning Systems; Interviews; Matrices; *Measurement Techniques; Models; Program Implementation; Student Motivation; Tables (Data)
IDENTIFIERS- *Technology Implementation; Technology Integration

This paper describes the development, validation, and research application of the Computer-Delivered Instruction Configuration Matrix (CDICM), an instrument for evaluating the implementation of Integrated Learning Systems (ILS). The CDICM consists of a 15-item checklist, describing the major components of implementation of ILS technology, to be completed by an evaluator based on responses supplied by teachers during an

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Library Automation; *Library Collection Development; *Library Expenditures; *Library Personnel; Library Services; *Library Statistics; Library Technical Processes; *Public Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *Nebraska

This summary of Nebraska library statistics for the 1996-1997 fiscal year is a compilation of data reported by 225 public libraries. Of these reporting libraries, 74% meet the state guidelines required for accreditation and are eligible for direct state aid and federal grants. Sixty-seven pages of statistical charts are divided according to the following categories: library staffing and income (open hours, number of staff, sources, total operating, per capita); expenditures and collection (salaries and benefits, operations, materials collection, totals, and holdings of books, periodicals, software, and other materials); output measures and automation information (annual figures for attendance, reference questions, children's programs, adult and juvenile circulation, holdings per capita, interlibrary loans, turnover rate, and number of computers, modems, Internet access information); and salary information. In each category, reporting libraries are grouped according to their service population. Statewide summaries of data are then provided. The data show some changes from the previous fiscal year, in the percentage of budget spent on the following categories: increase in personnel expenditures, while the percentages spent for collections and electronic access remained the same. (AEF)

ED 423 891 IR 057 193

Jaques, Thomas F.
Improving Information Access through Technology: A Plan for Louisiana's Public Libraries.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Information Sources; *Information Technology; *Library Automation; Library Development; *Library Planning; Library Role; Library Services; *Public Libraries; *State Libraries; User Needs (Information)
IDENTIFIERS- Access to Computers; Electronic Resources; *Louisiana

Strengthening technology in Louisiana's public libraries will support equitable and convenient access to electronic information resources for all citizens at library sites, in homes, and in business. The plan presented in this document is intended to enhance and expand technology in the state's public libraries. After discussion of the crucial role of public libraries, the status of public libraries in Louisiana, and the role of the State Library of Louisiana, goals for the next five years are outlined and specific objectives for each are described. The goals encompass the needs of both the public library community and the State Library, and include the following: (1) provide the technical infrastructure necessary for equitable and convenient access to electronic information resources; (2) provide access to electronic resources to meet citizens' information needs; (3) provide State Library assistance to public libraries in improving technology services

This paper reports on a study conducted to determine: (1) if current users of genealogical collections are satisfied with the collections they most frequently use; (2) which types of materials are provided by genealogical collections; (3) which types of materials are deemed most important by the users of the genealogical collection; and (4) possible reasons why users may be satisfied or unsatisfied with genealogical collections. Mail surveys were sent to 221 members of the Ohio Genealogical Society, Summit County Chapter, for a return rate of 52% (115). Demographic and user satisfaction data are discussed and presented in table form. Findings indicated that the most available items appeared to be traditional secondary sources; approximately 86% of the respondents were either satisfied of very satisfied with the material available, satisfaction appeared to be greatest among those items containing the most information, and technological sources were too new to satisfy the more conservative audience; training could improve satisfaction levels regarding technological resources; and overall the respondents were satisfied with the collections they evaluated. An appendix contains the cover letter and user satisfaction questionnaire. Contains 19 references. (Author/DLS)

ED 423 911 IR 057 214

Clute, Robin
Technostress: A Content Analysis.
PUB DATE- 98
NOTE- 60p.; Master's Research Paper, Kent State University. Contains colored graphs with light/very small print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Coding; *Computer Anxiety; *Computer Attitudes; Computer Literacy; Content Analysis; Coping; *Information Technology; Library Research; Personality Traits; Research Methodology; Skill Development; *Symptoms (Individual Disorders); *Technological Advancement; Training
IDENTIFIERS- Competency Needs; *Technology Implementation; *Technostress

This paper reports on a study that explores the literature of technostress--the anxiety over using technological equipment--both inside and outside of the library field. Fifty-eight unique articles were abstracted and evaluated. By using a coding sheet a measurement was taken of symptoms, reasons given for the "modern disease," and recommendations on how to combat technostress. The results of the coding sheet were then graphed. The results showed a high percentage of fear and anxiety as symptoms, and showed "performance anxiety" and "inexperience with computers" as the top two reasons given for technostress. Training was the most frequently cited recommendation to either avoid or combat technostress. Two appendices contain the coding sheet and tables and graphs illustrating the results. (Contains 61 references.) (Author/DLS)

ED 423 912 IR 057 215

Yates, Christopher A.
Regional Art History: A Procedural Model for Research, Central Ohio 1945-1995.
PUB DATE- 98
NOTE- 76p.; Master's Research Paper, Kent State University. Charts contain small type.
LANGUAGE- English

Developmental and Remedial Education in Arizona Community Colleges: A Status Report.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Community Colleges; *Developmental Studies Programs; Evaluation Criteria; High Risk Students; *High School Graduates; Outcomes of Education; Program Effectiveness; *Remedial Instruction; Two Year College Students; Two Year Colleges
IDENTIFIERS- Arizona

This report addresses the issue of developmental education. Among the data presented is the number of high school graduates who were placed in developmental courses in English, reading, and mathematics. Included are abstracts of information submitted upon request by the following community colleges: Cochise, Cococino, Eastern Arizona, Maricopa, Mohave, Northland Pioneer, Pima, Central Arizona, Yavapai, and Arizona Western. The following observations regarding developmental education and implications for future action are offered: (1) placement rates varied according to the above listed districts--English/writing 25-80%, reading 24-66%, and mathematics 24-92%; (2) the general observation made by Maricopa that recent high school graduates did poorer than older students in English and reading and better than older students in mathematics seems to be true statewide; (3) additional studies are needed on the effect of developmental courses on student retention and subsequent success in collegiate studies; (4) it may be useful to consider correlating the high school performance criteria with community college course placement criteria; and (5) the report on academic performance of high school graduates required by A.R.S. 15-1822 needs to include more statewide summary data so that patterns can be identified and tracked over time. (AS)

ED 423 932 JC 980 428

Schuyler, Gwyer
Constructing the Curriculum: Power and Knowledge in the Community College System.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Higher Education (Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Community Colleges; Course Content; *Curriculum Development; *Curriculum Research; Higher Education; *Instructional Design; Knowledge Base for Teaching; Power Structure; *State Curriculum Guides; Two Year Colleges
IDENTIFIERS- California Community Colleges; Los Angeles Community College District CA

This study discusses how a curriculum, based on the multiple influences of college educators, administrators, state officials, private industry and 4-year institutions, determines the kinds of knowledge available to students. Examined is the relationship between knowledge and power as inextricably linked factors in forming curriculum. The study charts the process of curriculum formation in one California community college district through an exploratory study involving interviews, observations, and document analysis. In particular, the

Sources; One Parent Family; Poverty; Prenatal Care; Safety; Sexuality; *Social Indicators; State Surveys; Statistical Data; Statistical Studies; Substance Abuse; Tables (Data); Teacher Student Ratio; Trend Analysis; Violence; *Well Being
IDENTIFIERS- Common Core of Data Program; Current Population Survey; *Indicators; National Assessment of Educational Progress; National Crime Survey; Schools and Staffing Survey (NCES); Sexually Transmitted Diseases; Youth Risk Behavior Survey

Over the last several years there has been a steadily growing interest in the availability of data that can be used to track the well-being of children, largely due to national and state Kids Count projects. This report reviews 15 federal data sources from which child indicators can be assessed and tracked over time for many states and localities. The data sources are: Current Population Surveys (CPS); Decennial Census; American Housing Survey (AHS); National Assessment of Educational Programs (NAEP); Common Core of Data (CCD); Schools and Staffing Survey (SASS); Vital Statistics System; Youth Risk Behavior Surveillance System (YRBSS); Behavioral Risk Factor Surveillance System (RFFSS); National Immunization Survey (NIS); National Health Interview Survey (NHIS); Sexually Transmitted Diseases Surveillance System (STD); Pregnancy Risk Assessment Monitoring system (RPRAMS); Uniform Crime Reports (UCR); and National Crime Victimization Survey (NCNS). The review of each data source includes the following: (1) basic description of the source; (2) listing of states and localities covered; (3) significant limitations of the data; (4) listing of child well-being indicators that are produced or can be produced; (5) major publications that report state and local child indicator data from the data source; (6) description of publicly available databases from which indicators can be assessed through original analyses; (7) listing of offices that produce custom analyses of the data; and (8) listing of contact persons for publications, data purchases, and further information. In addition, the report includes appendices which list state contacts who can provide the desired information or data well before the responsible federal agency, and a quick-reference table that summarizes the child well-being measures and geographic coverage across the 15 data sources, organized by topic area. (AA)

ED 423 952 PS 026 092

Scofield, Richard T., Ed.
School-Age NOTES. 1997.
PUB DATE- 97
NOTE- 98p.; For volume 14, see ED 382 331; volume 15, see ED 401 998, volume 16, see ED 402 083.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *After School Education; *After School Programs; Computer Uses in Education; *Conflict Resolution; Elementary Education; *Elementary School Students; Enrichment; Interfaith Relations; Motivation Techniques; Newsletters; Noise (Sound); Professional Development; *School Age Day Care
IDENTIFIERS- Pennsylvania (Philadelphia); Philadelphia School District PA

These 12 newsletter issues offer support and information for providers of child care for school-age children. The featured articles for each month are: (1) "ASCAP American Society of Composers, Authors, and Publishers Retreats on Camp Song Use"; (2) "Walking the Talk: Modeling Conflict Resolution Behaviors";

Childhood Education; *Family Programs; Health Services; *Integrated Services; Partnerships in Education; Program Evaluation; State Programs; *Young Children
IDENTIFIERS- Day Care Licensing; *Day Care Quality; North Carolina; *Smart Start NC

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under 6 years and their families to ensure that all children enter school healthy and prepared to succeed. This study acquired a baseline measure of the quality of child care in the 12 pioneer Smart Start partnerships representing 18 North Carolina counties. In 1994-95, evaluation team members measured the quality of child care centers from Smart Start counties, collecting data through classroom observations, director interviews, and self-assessments of training needs. Additional data will be collected in 1996-97 and compared to baseline data. Findings indicated that 39 percent of the 184 child care centers were licensed at the "AA" level, representing a higher standard of care than the minimal acceptable level of "A." Six percent of centers were accredited through the National Association for the Education of Young Children (NAEYC). Only 14 percent of the sample of over 900 teachers had at least a bachelor's degree. The average turnover rate in Smart Start partnerships was 32 percent, well above the 25 national average for child care teachers. Salaries for lead teachers averaged $5.77 an hour in 1995, with many centers not offering benefits. Fees for child care varied widely across centers and counties, with preschoolers' fees ranging from $138 to $550 per month in the Smart Start partnerships. Only 14 percent of the preschool classes provided high quality care, as assessed through on-site observations, suggesting that the quality of child care needs to be improved in North Carolina. (Author/KB)

ED 423 971 PS 026 887

Porter, Patricia; Munn, Duncan; Buysse, Virginia; Tyndall, Sabrina
The Effects of Smart Start on Young Children with Disabilities & Their Families. Final Report.
SPONS. AGENCY- National Postsecondary Education Cooperative.
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Comparative Analysis; Disabilities; *Early Childhood Education; Early Intervention; *Family Programs; Focus Groups; *Health Services; *Inclusive Schools; *Integrated Services; Partnerships in Education; Program Evaluation; State Programs; *Young Children
IDENTIFIERS- Document Analysis; North Carolina; *Smart Start NC

Smart Start, North Carolina's early childhood initiative, seeks to improve early childhood programs and ensure that all North Carolina children enter school healthy and ready to learn. This study evaluated outcomes related to Smart Start program inclusion of young children with disabilities: (1) access to inclusive programming; (2) quality of inclusive placements; (3) coordination and integration of services in inclusive settings; and (4) family perceptions and beliefs regarding inclusion and early intervention services. Data were collected through several methods, including document review of 12 local Smart Start plans, examination of extant infant-toddler (Part H) data bases, observations of early childhood settings, focus group interviews with parents of children with disabilities and

Research Version, review of classroom documents, and 15-minute interviews with teachers. The teachers and teacher aides also completed the Teacher Beliefs Scale, the Instructional Activities Scale and the Family Involvement Survey. Findings indicated that formal educational level had direct effects only on teacher beliefs and attitudes toward families, and an indirect effect on classroom quality through inappropriate beliefs and inappropriate instructional activities. Findings suggest future research needs. (Includes three tables and three figures to support the study findings. Contains 17 references.) (JS)

ED 423 989 PS 026 940

Franze, Sarah E.; Foster, Martha; Abbott-Shim, Martha
Assessing the Role of Head Start Family Service Workers.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Training Conference of the National Head Start Association (25th, Seattle, WA, April 20-25, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; *Counselor Characteristics; Counselor Performance; Counselor Role; Evaluation Methods; *Performance Factors; Preschool Education; Program Evaluation; *School Social Workers; Social Work; *Welfare Services
IDENTIFIERS- *Project Head Start

The purpose of this paper is to address the evaluation of the social service component of Head Start, through its main contributor, the family service worker (FSW). Sixty-six Head Start family service workers--arranged in 3 focus groups of 10 to 20 workers--from both rural and urban communities in the Southeast met to discuss the characteristics of the family services component. Literature searches were conducted to explore assessment measures that could be used to evaluate the characteristics identified in the focus groups. Findings indicated that family service workers saw themselves in a multi-faceted role. Participants identified important personality characteristics needed by family service workers such as respect for the family, empathy, appropriate boundaries, and non-judgmental attitudes. Further, the climate of the individual program, support received by the family service workers, and job satisfaction emerged as characteristics affecting the family service worker's role. Three specific domains were derived from the focus groups for further research: characteristics of family service workers, setting characteristics of Head Start programs, and job characteristics of family service workers. (Contains 18 references.) (JS)

ED 423 990 PS 026 942

Early Childhood Family Education Program: Quality Indicators, Participant Questionnaire, Evaluation Forms and Resources.
PUB DATE- 98
NOTE- 45p.; Last page of document, reprinted from "Family Resource Coalition of America Report" v16 n4 p26 Win 1998, has been filmed from best copy available.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Rearing; *Early Childhood Education; Evaluation Methods; Family Programs; Infants; *Parent

DESCRIPTORS- *Bibliographies; Child Welfare; Children; Day Care; Disadvantaged Youth; *Economically Disadvantaged; Employee Attitudes; *Employment; Family Work Relationship; Low Income Groups; Mothers; *Poverty; Public Policy
IDENTIFIERS- *Working Poor

Intended to encourage and facilitate research, policy development, and advocacy on issues relevant to those who are in poverty despite employment, this bibliography lists 145 articles and studies focusing on the working poor. Following a description of the search method and a guide to the bibliography, the references are divided into two sections. Those in section 1, "Profile of the Working Poor," cover: (1) general references, including demographics and ethnographies; (2) causes of poverty among low-income workers; (3) attributions and social perceptions of poverty; and (4) women and children. References in section 2, "Policy Issues," cover: (1) general references, including policy alternatives; (2) employment and income distribution; (3) child care; and (4) health care. The 54 references include abstracts downloaded directly from the source databases. (JPB)

ED 424 007 PS 026 975

Learning Readiness in Minnesota Public Schools.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Child Development; *Early Childhood Education; Educational Objectives; Family School Relationship; *Learning Readiness; Parent Child Relationship; *School Readiness
IDENTIFIERS- Minnesota

"Learning Readiness" is a public school initiative for all 3-4 year old children and their families in Minnesota. The purpose of the Learning Readiness programs is to provide all eligible children with adequate opportunities to participate in child development programs that enable them to enter school with the necessary skills and behaviors as well as the family stability needed for them to progress and flourish. This pamphlet provides an overview of the Learning Readiness programs. The pamphlet describes the components and services of the programs and the types of learning readiness opportunities available; characteristics of program participants; the importance of early education and parental involvement; program funding; partnerships with community programs and services; and the beneficiaries of the programs. (JPB)

ED 424 008 PS 026 976

Gorrell, Janet L.
A Study Comparing the Effect of Multiage Education Practices versus Traditional Education Practices on Academic Achievement.
PUB DATE- 98
NOTE- 54p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Class Organization; Comparative Analysis; Educational Research; Elementary Education; *Elementary School Students; *Mathematics

Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 139p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Welfare; *Crisis Intervention; *Family Environment; Family Needs; *Family Problems; Family School Relationship; High Risk Students; Preschool Children; Preschool Education; Resource Materials; Safety; *Safety Education; *Staff Development; Training Methods; Workshops
IDENTIFIERS- *Family Crises; *Project Head Start

This guide offers Head Start staff training in how to prevent, or identify and respond to family crises in ways that can build resiliency in families. Following an introductory section, the guide presents four training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module One, "Preventing Family Crises," examines crisis prevention via a solution-focused approach. Module Two, "Assessing Family Crisis," prepares staff to recognize and assess families in a state of crisis. This section also explores the elements contributing to crises, the phases of crises, and the psychological effects of crises. Module Three, "Responding to Families in Crisis," focuses on crisis intervention and the role of Head Start staff in carrying out and supporting that process. Intervention techniques to defuse and resolve a crisis are explored. Module Four, "Dealing with Potentially Dangerous Situations," examines the issues of family and staff safety at a number of levels, along with strategies for dealing with challenging or threatening behaviors. The final sections include information on continuing professional development, activities that reinforce and expand staff skills, and resources for further information. (SD)

ED 424 025 PS 027 003

Safety First: Preventing & Managing Childhood Injuries. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 131p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Child Health; Child Welfare; Emergency Programs; High Risk Students; *Injuries; *Preschool Children; Preschool Education; Resource Materials; *Safety; *Safety Education; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Child Safety; *Project Head Start

Intended to build on emergency response training that Head Start staff receive, this guide assists staff and parents in

Students" (Felix Montes) discusses the increasingly hostile environment towards minorities exhibited by higher education institutions following court decisions weakening affirmative action, and reviews four financial aid and college information web sites. "Creating a Grade Book on the Computer" (Charles A. Cavazos) presents step-by-step instructions for computer novices on how to create a grade book using spreadsheet software. "Reflections: Mike the Knife" (Jose A. Cardenas) draws on a personal anecdote to argue that the underachievement of students from atypical populations is due to the tendency of schools to interpret student differences as lack of mental capability. "Integrating Technology into Your Curriculum" (Joseph L. Vigil) discusses strategies for integrating technology into curricula that enhance human interaction, guidance, and modeling. A list of 43 web sites includes the categories: charter schools, general education and equity, magnet schools, national origin equity, race equity, gender equity, sexual harassment prevention, and technology in education. Sidebars present a teacher's Internet use guide; a school opening alert informing undocumented immigrant students, in English and Spanish, of their rights to attend public schools; and facts concerning student computer use. (TD)

ED 424 042 RC 021 649

Mihesuah, Devon A., Ed.
Natives and Academics: Researching and Writing about American Indians.
PUB DATE- 98
NOTE- 223p.; Some chapters were previously published in the American Indian Quarterly (v20 n1 Winter 1996); see EJ 536 489-492.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian History; *American Indian Studies; *American Indians; *College Faculty; *Ethics; Higher Education; *Historiography; Intellectual Property; Research Problems; Researchers; Scholarship; *Social Science Research; Teaching Methods
IDENTIFIERS- Authenticity; Historical Interpretation; Researcher Subject Relationship

This anthology provides Native perspectives on the ethics of researching, writing about, and teaching about American Indians, and may be used as a text for discussion in American Indian Studies classes. Leading Native scholars discuss the representativeness of Native informants, the merits of various data collection methods, the role and veracity of oral histories, the marketing of Native culture and history, debates about cultural essentialism, and the ethical violations involved in teaching or writing about sacred and other private knowledge. Following an introduction (Devon A. Mihesuah), chapters are: (1) "American Indian History or Non-Indian Perceptions of American Indian History?" (Angela Cavender Wilson); (2) "Grandmother to Granddaughter: Generations of Oral History in a Dakota Family" (Angela Cavender Wilson); (3) "Commonalty of Difference: American Indian Women and History" (Devon A. Mihesuah); (4) "Special Problems in Teaching Leslie Marmon Silko's 'Ceremony'" (Paula Gunn Allen); (5) "Comfortable Fictions and the Struggle for Turf: An Essay Review of 'The Invented Indian: Cultural Fictions and Government Policies'" narrative" in one's interpretive structure, which molds future perceptions, beliefs, goals, and actions. Narrative therapy can help a client to deconstruct a negative dominant narrative and discover "subplots" that offer alternative interpretations of life events. In the wilderness-enhanced model of narrative therapy, students are referred to the program by the school, based on a long-term history of negative behavior and failure. Students' dominant narrative--negative self-assessment and behavior patterns--are reinforced in school and possibly at home. In the first part of the program, 10 days of wilderness experience produce extreme stresses and challenges to students in an attempt to deconstruct the dominant narrative. Participants are told that they are responsible for the way they get through the experience and are encouraged to reflect on the consequences (good and bad) of their decisions. Over the following 2 years, consistent guided reflection on an alternative self-narrative enables the students to act and interact in more positive ways. (SV)

ED 424 060 RC 021 709

Fitzsimmons, Phil; Elshof, Tony
Scared Spitless: The Therapeutic Power of Language.
PUB DATE- 98
NOTE- 9p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; Foreign Countries; *Language Usage; *Outdoor Education; Self Concept; Sociolinguistics; *Speech Communication; Student Development; *Teacher Student Relationship
IDENTIFIERS- *Teacher Language; *Therapeutic Communication

This paper provides a snapshot of the language used by two outdoor instructors and analyzes its therapeutic components. Following an experience of abseiling with an instructor friend (Tony), Tony's instructional dialogue with the author and his sons during the experience was written down and put aside. A year later, a surfing coach (Mark) was observed to be using the same sort of language while giving instruction to children on the beach. For the next 3 weeks, Mark's lessons were observed, and his language was recorded and compared to Tony's. Analysis of the directions, prompts, and feedback given by the instructors shows that the instructional aims of each language episode were complemented by therapeutic features. Examples of instructor speech are given that demonstrate the following therapeutic components: developing empathetic communication and understanding between instructor and student, encouraging students to confront self-doubt, building student self-confidence, supporting students' assumption of responsibility as they move out of the novice stage, and debriefing student accomplishments. The language "in-use" displayed by these instructors is quite similar to that used in counselling approaches recommended by Rogers, Glasser, and Egan and suggests the instructors' role as change agents with regard to personal development and self-esteem. (Contains 23 references.) (SV)

ED 424 061 RC 021 710

ED 424 076 RC 021 725

Rayment, Susan
The Use of Adventure-Based Therapy in Work with Adolescents Who Have Sexually Offended.
PUB DATE- 98
NOTE- 14p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Delinquent Rehabilitation; Experiential Learning; Foreign Countries; Group Counseling; Males; Mental Health Programs; *Milieu Therapy; *Rehabilitation Counseling; *Residential Programs; *Sexual Abuse
IDENTIFIERS- Adjudicated Youth; *Adventure Therapy; Australia (Queensland); *Juvenile Sex Offenders

The Sexual Abuse Counselling Service is a unit within the Department of Families, Youth, and Community Care in Queensland, Australia, that operates a counseling program for adolescent sexual offenders. Clients are expected to participate in individual and group counseling sessions, and family counseling sessions where appropriate. The group counseling program is a year-long closed-group program, attended by 10 boys ranging from ages 12 to 17 years. The program includes a 3-month assessment and preparatory period, followed by 3 blocks of group sessions, each with its own theme, which run concurrently with school terms. Guidelines for behaviors are negotiated with the group in the form of a "working agreement," and are regularly enforced. Adventure therapy components are structured into the program prior to each block, midway during block one, and at the end of the program. Adventure therapy is a nonthreatening way to introduce themes and issues relating to sexual offending behavior and to increase self-esteem, problem-solving skills, communication skills, and personal insight and growth. Adventure therapy makes concrete many of the abstract constructs discussed in counseling, encourages hard work rewarded by success, allows for risk taking without offending behavior, and is fun. Processing, or debriefing, is used to assist clients to reflect on their experiences, and apply the meanings to other aspects of their lives. The four activities conducted during 1996 are described, and considerations for the introduction of adventure therapy into adolescent sexual offender programs are discussed. (TD)

ED 424 077 RC 021 726

Crisp, Simon; O'Donnell, Matthew
Wilderness Adventure Therapy in Adolescent Psychiatry.
PUB DATE- 98
NOTE- 15p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 424 094 SE 061 793

Polman, Joseph L.
Why Train "Little Scientists": The Purposes and Practices of Science Education in Today's Democracy.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Evaluation Methods; *Hands on Science; High Schools; Learning Theories; Philosophy; Science Activities; *Science and Society; *Science Education; *Scientific Literacy; *Secondary School Science; Standards

This paper presents an argument in support of "training little scientists" based on the requirements of participation in a media-laden, democratic society fraught with scientific claims and counterclaims. This leads to a framework for evaluating the effectiveness of various approaches to science education, including how they play out in practice. The promise of this framework is also demonstrated by examining some results of case study and survey research in project-based science classes at the high school level. (Contains 24 references, 5 tables and 1 figure). (DDR)

ED 424 095 SE 061 794

Schwarz, Christina; White, Barbara
Fostering Middle School Students' Understanding of Scientific Modeling.
SPONS. AGENCY- Educational Testing Service, Los Angeles, CA.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Uses in Education; Concept Formation; Curriculum Development; Grade 7; Junior High Schools; Knowledge Representation; Middle Schools; Models; *Problem Solving; *Science Curriculum; *Scientific Methodology; Scientific Principles
IDENTIFIERS- Middle School Students

This paper reports on the evaluation of an 11-week curriculum created to foster seventh grade students' understanding of scientific modeling. In the curriculum, students engaged in model-oriented activities such as creating non-Newtonian computer microworlds to embody their conceptual models, evaluating their models with criteria, and reflecting on the nature of models. Various methods of assessing modeling are also discussed. The overall analysis suggests that students gained a significantly better understanding of the nature and utility of models without promoting similar gains in students' understanding of the process of creating and evaluating models. These results indicate that while modeling knowledge is difficult to obtain even from an extended model-focused

NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Mathematics Education; National Competency Tests; *Science Education; *Standards; Tables (Data); *Test Results
IDENTIFIERS- *National Education Goals 1990; State Mathematics Assessment (NAEP); State Science Assessment (NAEP); *West Virginia

The main objective of the third National Education Goal is for all students to be competent in academic subject matter, while the fifth National Education Goal aims for all U.S. students to be able to perform at world-class levels in mathematics and science. This report summarizes the progress each state has made toward Goal 3--the students' achievement and citizenship goal, and Goal 5--the mathematics and science goal, with particular emphasis placed on mathematics and science achievements in West Virginia. It is concluded that the majority of states participating in National Assessment of Educational Progress (NAEP) assessments have made progress toward Goal 3 in mathematics. (ASK)

ED 424 121 SE 061 902

Mathematics and Science Achievement in Wisconsin, 1998.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Mathematics Education; National Competency Tests; *Science Education; *Standards; Tables (Data); *Test Results
IDENTIFIERS- *National Education goals 1990; State Mathematics Assessment (NAEP); State Science Assessment (NAEP); *Wisconsin

The main objective of the third National Education Goal is for all students to be competent in academic subject matter, while the fifth National Education Goal is for U.S. students to be able to perform at world-class levels in mathematics and science. This report summarizes the progress each state has made toward Goal 3--the students' achievement and citizenship goal, and Goal 5--the mathematics and science goal, with particular emphasis placed on mathematics and science achievements in Wisconsin. It is concluded that the majority of states participating in National Assessment of Educational Progress (NAEP) assessments have made progress toward Goal 3 in mathematics. (ASK)

ED 424 122 SE 061 903

Mathematics and Science Achievement in Michigan, 1998.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Mathematics Education; National Competency Tests; *Science Education; *Standards; Tables (Data); *Test Results
IDENTIFIERS- *Michigan; *National Education Goals 1990; State

creating collaborations to benefit arts education in their communities. The sections are entitled: (1) "You Are Not Alone"; (2) "Creating Leadership"; (3) "Focusing Your Mission"; (4) "Subcommittee Tasks"; (5) "Evaluation Plan"; (6) "Demonstration Plan"; (7) "Phases of Development"; (8) "Key Learnings"; and (9) "Appendix: Site Reports, InSites FINAL REPORT." (EH)

ED 424 148 SO 028 979

Tora no Maki II. Lessons for Teaching about Contemporary Japan.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 180p.; For book 1, see SO 028 469.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Economics; Elementary Secondary Education; Foreign Countries; Geography; *Global Education; *Multicultural Education; National Standards; Social Studies; Teaching Guides
IDENTIFIERS- *Japan

"Tora no Maki" or "Scroll of the Tiger" is a teacher's guide designed to aid in teaching appropriate standards for social studies content and skills, using a contemporary focus on Japan's culture and economy. Topics of the 22 lessons include: group culture, school population, economics, geography, the Internet, family values, Japanese gardens, food, business, stereotypes, transportation, calligraphy, teenage lifestyles, cities, the peace movement, and the environment. Each lesson addresses specific National Council for the Social Studies standards and lists recommended grade level (elementary school, middle school, or high school), objectives, time allotment, resources required, assessment, primary source material, and supplemental resources. (KCM)

ED 424 149 SO 029 048

Winpenny, Patricia; Cadwell, Katherine Weeks; Cadwell, Louise
Teaching Russian Studies: Geography, History, Language, Culture, Art.
PUB DATE- 96
NOTE- 227p.; Audio cassette and color slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bias; *Cross Cultural Studies; Cultural Education; *Culture; Ethnic Discrimination; *Folk Culture; Foreign Countries; Geography; Global Education; *Multicultural Education; Music; Secondary Education; *Social Studies
IDENTIFIERS- *Russia

This book of lessons can be used at the elementary level and middle school to foster cultural awareness and global perspectives. Lessons begin with a general approach to perspectives-taking and move toward a specific study of Russian culture. The lessons can be used at different grade levels and adapted to fit various classroom needs. The book is divided into three sections. Section 1 introduces "Global Perspectives and Cross-Cultural Awareness." Section 2, "Russian Studies," includes: (1) "An Introduction to Russian Geography and

(150)
DESCRIPTORS- Adolescent Development; *Adolescents; *At Risk Persons; Community Health Services; Developmental Tasks; Experiential Learning; Foreign Countries; *Mental Disorders; *Mental Health Programs; Prevention; *Psychiatric Services; Suicide; *Wilderness
IDENTIFIERS- *Adventure Therapy; Australia (Melbourne); Multimodal Methods

The Brief Intervention Program (BIP) is a mental health day program in Melbourne (Australia) for adolescents with severe mental health problems who are at risk for suicide. The 10-week program serves closed groups of 6-8 adolescents aged 13-18 years and has 3 phases: engagement and orientation (week 1), treatment (weeks 2-9), and integration (week 10). Followup support is offered as appropriate for the client's needs. Wilderness-adventure therapy is provided 1 day per week and during two 4-5 day expeditions, and is integrated into other components of the program such as work experience, drama, music, sex education, and group and individual therapies. Wilderness adventure therapy provides a challenging and novel situation that forces clients to relate to others in an adaptive way, allowing for a natural "reconstruction" of developmental gaps as clients correct fundamental assumptions and misconceptions about themselves and others. Based on client need, different and complimentary therapeutic approaches may be employed within the adventure experience, including cognitive-behavioral therapy, psychodynamic interventions, systemic interventions, and occupational therapy. Evaluation information shows significant reductions in general psychopathology and improvements in self-esteem, educational outcomes, social adjustment, school adjustment, and family issues. Five tables depict developmental tasks of adolescence, etiology of adolescent mental health problems, problem frequency of BIP clients, developmental diagnostic formulation, and program components. Three case vignettes are included. (Contains 10 references.) (TD)

ED 424 078 RC 021 727

Price, Richard; DeBever, Marijke
The Windana Therapeutic Community's Action Adventure Program.
PUB DATE- 98
NOTE- 9p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Behavior Change; Coping; *Drug Rehabilitation; Foreign Countries; *Holistic Approach; Interpersonal Competence; *Milieu Therapy; Program Evaluation; Rehabilitation Programs; *Residential Programs; Therapeutic Recreation
IDENTIFIERS- *Adventure Therapy; Australia (Victoria)

The Windana Society is a drug and alcohol agency in Victoria (Australia) that operates, among other things, a residential drug rehabilitation program in a rural setting. The program utilizes a holistic approach that addresses health and physical fitness; education; vocational and re-integration support; and psychological, emotional, spiritual, and environmental needs. The regime includes individual and group therapy, physical work curricula, progress can be made by further refining model-oriented curricula and assessments. (Contains 39 references and written modeling assessment results.) (DDR)

ED 424 096 SE 061 795

Shear, Linda
Debating Life on Mars: The Knowledge Integration Environment (KIE) in Varied School Settings.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; Educational Environment; Educational Innovation; Educational Technology; Elementary Secondary Education; Internet; Professional Development; *Relevance (Education); Science Education; Science Process Skills; *Student Experience; Urban Education
IDENTIFIERS- Amphibians; Mars (Planet)

Technology-enabled learning environments are beginning to come of age. Tools and frameworks are now available that have been shown to improve learning and are being deployed more widely in varied school settings. Teachers are now faced with the formidable challenge of integrating these promising new environments with the everyday context in which they teach. This paper describes the implementation of a curriculum framework and Internet-based software toolset called the Knowledge Integration Environment (KIE) in two urban schools serving diverse student populations. The framework of Scaffolded Knowledge Integration (SKI) is used to assess the interplay between the context of teaching and the adoption of new tools for learning. In this study, students engaged in KIE projects on the subjects of Life on Mars and Deformed Frogs, two current scientific controversies. Results indicate that striking improvements in cognitive engagement and learning were achieved by the group of students who had been labeled "failures" in more traditional classroom environments, and that more advanced students were able to integrate their knowledge in new ways. This paper also offers suggestions for evaluating the contextual issues that shape the implementation of new learning environments, and presents SKI as a framework to support teacher professional development as they adopt new tools and techniques into the real world of the classroom. (Contains 44 references.) (Author/PVD)

ED 424 097 SE 061 798

Fredericks, Anthony D.
Science Adventures with Children's Literature: A Thematic Approach.
PUB DATE- 98
NOTE- 233p.; Illustrated by Anthony Allan Stoner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Secondary

Mathematics Assessment (NAEP); State Science Assessment (NAEP)

The main objective of the third National Education Goal is for all students to be competent in academic subject matter, while the fifth National Education Goal is for U.S. students to be able to perform at world-class levels in mathematics and science. This report summarizes the progress each state has made toward Goal 3--the students' achievement and citizenship goal, and Goal 5--the mathematics and science goal, with particular emphasis on mathematics and science achievements in Michigan. It is concluded that the majority of states participating in National Assessment of Educational Progress (NAEP) assessments have made progress toward Goal 3 in mathematics. (ASK)

ED 424 123 SO 026 737

Rabin, Steven
Inside the Global Economy: Preview Guide to the Telecourse.
PUB DATE- 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Economic Change; *Economic Climate; Economic Development; *Economic Factors; *Economics; *Economics Education; Global Education; International Relations; Macroeconomics; Secondary Education; Social Studies

This document contains samples only of just the print components of a telecourse that includes: 13 videotapes, 2 videodiscs, a recommended textbook, a case-study reader and review guide, a text study guide, a faculty manual with text bank; and a computer softrware tutorial. This telecourse examines international global economies by means of 13 one-hour television programs, supported by the printed documentary material and computerized tutorial for use by faculty as student viewers. The preview guide offers a synopsis of each program and a general description of the print and computerized components of each program. The series includes: (1) "Trade - An Introduction"; (2) "Protectionism"; (3) "Trade Policy"; (4) "Trade Liberalization and Regional Trade Blocs"; (5) "Labor and Capital Mobility"; (6) "Multinational Corporations"; (7) "Fixed Versus Floating Exchange Rates"; (8) "Managing Currencies and Policy Coordination"; (9) "Exchange Rates, Capital Flight, and Hyperinflation"; (10) "Developing Countries"; (11) "Economies in Transition"; (12) "The Environment"; and (13) "The Evolving World Economy." The television/video series contains interviews with a range of individuals in the private and public sector around the globe who offer unique insights from the viewpoints of both those who make economic policy and those affected by it. (EH)

ED 424 124 SO 027 092

Diket, Read M., Ed.
Seminar for Research in Art Education. Research Abstracts for the National Art Education Association Conference (San Francisco, California, March 24-28, 1996).
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

History"; (2) "Children's Lifestyles"; (3) "Russian Language for Everyone"; and (4) "Russian Literature, Folktales and Customs." Section 3, "Russian Arts, Crafts, Music and Dance," offers: (1) "Introduction to Russian Folk Art"; and (2) "Russian Folk Dance." A 149-item bibliography concludes the volume. An audio cassette and a collection of color slides complete the packet. (EH)

ED 424 150 SO 029 174

Chiang, Linda H.
Listening to History: A Qualitative Research Study.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid Western Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; College Instruction; Higher Education; History Instruction; *Interdisciplinary Approach; Interviews; *Multicultural Education; *Oral History; *Qualitative Research

This study used an oral history method to collect data from contemporary citizens who grew up in the United States during the 1930s and 1940s. The primary purpose of the study was to gather historical evidence from those eras and identify participants' life themes and values. A secondary purpose was to implement interdisciplinary collaboration among different departments of the university. The research process included: (1) identifying participants; (2) identifying artists; (3) seeking financial and professional support from different departments; (4) interviewing artists; (5) seeking permission from the participants; (6) arranging time and place for interviews; (7) interviewing participants; (8) transcribing interview tapes; (9) providing data for artists to illustrate participants' life stories; (10) analyzing their life themes; (11) organizing content; and (12) preparing information for presentation. The study intended to demonstrate qualitative research and interdisciplinary efforts to education majors enrolled in multicultural education classes. Issues concerning ethics of using participant's names and art work from the artists are also addressed. (EH)

ED 424 151 SO 029 177

Schubert, Marie B.; Melnick, Steven A.
The Arts in Curriculum Integration.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; *Art; Art Education; Cultural Education; Curriculum Design; Curriculum Evaluation; *Drama; Elementary Secondary Education; Integrated Activities; *Interdisciplinary Approach; *Music; *Thematic Approach

This study investigates the effects on individual students of the integration of the visual, performing and/or musical arts, within their civics, English, history, and geography curricula. The paper describes a qualitative multiple-site study of

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family History; Higher Education; *Historiography; *Interviews; Local History; *Oral History; *Primary Sources; Qualitative Research; Secondary Education; Social History

This paper reports on field research conducted by students in undergraduate methods courses for secondary social studies in 1996-97. Journal entries, lesson plans, oral history reactions, and interviews were used to gather data. Objectives were: to describe the role of the interviewer in an oral history setting; and to identify and clarify the multiple dimensions of reflection present in the interviewer. Students are seen as going through the complete "circle of life" as described by J. Bruchac's use of the Native American metaphor of the story circle. The key markers of the circle include: (1) child (when we listen to the stories being told); (2) adolescent (when we observe the context in which the stories are revealed); (3) adult (when we remember the stories that were told in our youth); and (4) elder (when we share the stories we have learned). These four markers become the four themes used to describe the data: stage 1--child (where the interview takes place and data is collected; stage 2--adolescent (when the information of the interview is put into various contextual frames; stage 3--adult (when the information is compared with other types of data on the same period); and stage 4--elder (when the information is written up and shared with an audience). The study uses specific interviews to explain each of the stages and shares field notes of the students. (EH)

ED 424 170 SO 029 284

Mullins, Sandra L.
Images of Democratic Educators.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Democracy; *Educational Philosophy; Elementary Secondary Education; Teacher Behavior; *Teacher Characteristics; Teacher Expectations of Students; Teacher Influence; *Teacher Motivation; Teacher Role; *Teaching Styles

This paper is based on a year-long inquiry into the possibility of democratic education in traditional environments. The study was guided by the questions: (1) what are the teacher qualities needed to transcend the structures of schooling to engage in democratic practices?; and (2) how are these practices manifested in the classroom? The researcher interviewed and observed three secondary social studies teachers who expressed a commitment to democratic ideals. The results of the study were that it is the personal and moral commitments of the educator that allow democratic pedagogy to take place. Pedagogical identity is formed from personal human characteristics and is characterized as an integrated identity as opposed to the rational-technical model prevalent in school settings. Teacher qualities that constituted pedagogical identity were depicted as residing in the moral, intellectual, and personal dimensions of human personality. The teachers in the study practiced democratic education by moving into the free spaces of the structures of schooling. In these free spaces, teachers created a democratic classroom climate, used

Environments for Life Conservation Issues Forum Series.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Community Development; Community Education; Community Involvement; Community Planning; *Conservation (Environment); Ecological Factors; Program Development; *Sustainable Development
IDENTIFIERS- Social Justice

This booklet is one in a series of publications designed to support the efforts of community sustainability advocates. It describes five activities through which community members can work together to apply sustainability principles to community development initiatives. Guidelines are provided for organizing and conducting a 6-hour workshop for 20-60 people. The program can be adapted to a community's specific requirements. Section 1, "Workshop Planning," describes issues related to funding, workshop committees and leaders, participants, facilities, agendas, registration, press releases, and photographs. It offers a suggested agenda, a materials checklist, and a planning checklist. Section 2, "Getting the Workshop Started," focuses on the workshop's welcome and introduction and offers a sample participant sign-in form. Section 3, "Workshop Activities," presents the five workshop activities: postcards from home; community innovations; defining elements for each of the five principles of community sustainability; a closer look at pertinent issues; and next steps for workshop participants. For each activity, there are workshop leader directions. Section 4, "Workshop Follow-Up," presents a participant's workshop evaluation and workshop leader's reporting form. The booklet also includes a glossary, a selected bibliography, and selected World Wide Web sites. (SM)

ED 424 193 SP 038 137

Norton, Janet Lynn
Educating the Effective Practitioner: Improving the Preservice Curriculum.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Curriculum Development; *Educational Improvement; *Educational Quality; Elementary Education; Elementary School Teachers; Higher Education; *Preservice Teacher Education; Professional Development; *Reflective Teaching; *Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- Reflective Thinking

This study examined preservice activities that could maximize growth in technical expertise, teaching artistry, and reflective thinking in beginning teachers. The study was part of a broader project involving 42 elementary school teachers. The 42 participants represented three very different consequences. Part 2, "Primary Care and Prevention," discusses primary care and prevention needs, including guidance on health and mental health assessment and care for lesbian and gay youth. There is also information on transgendered youth, special populations, and family interventions. Part 3, "HIV/AIDS," reviews HIV infection in adolescents and discusses HIV counseling, testing, prevention, and clinical care. A series of appendixes offer information on (1) a 1994 conference created by a steering committee of experts on primary care for lesbian and gay youth; (2) resources on the primary care needs of lesbian and gay youth; (3) resources for parents and youth; (4) recommended reading for providers; (5) HIV counseling and testing protocol for adolescents (6) clinical care protocols; and (7) the American Academy of Pediatrics statements on homosexuality and adolescence. (SM)

ED 424 210 SP 038 179

Mayes, Jane Ruthven, Ed.
HIV/AIDS/STD. Education for Prevention.
PUB DATE- 96
NOTE- 41p.; Contents of this book are drawn from contributions to the Global Conference on School Health and HIV/AIDS Prevention (Harare, Zimbabwe, July 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Child Health; Community Attitudes; *Comprehensive School Health Education; Curriculum Development; Educational Policy; Elementary Secondary Education; Faculty Development; Foreign Countries; Global Approach; Health Promotion; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Public Policy; School Role; *Sex Education; Venereal Diseases; World Problems
IDENTIFIERS- Health Behavior; *Sexually Transmitted Diseases

The contents of this booklet come from contributions to the 1995 Global Conference on School Health and HIV/AIDS Prevention. The objectives of the booklet are: (1) to strengthen the awareness of teachers and education personnel regarding the importance of developing school health and HIV/AIDS prevention curricula; (2) to show the specific roles of schools in promoting health, especially in relation to HIV; and (3) to develop school health, especially around AIDS issues. Section 1 explains the importance of education for prevention and encourages organizations to use their potential to take concerted action in promoting comprehensive school health policy regarding HIV/AIDS. Section 2 addresses the need to create community-based programs that take into account the concerns of parents and other community leaders and that minimize resistance to education efforts. Section 3 discusses what constitutes appropriate curriculum for effective HIV/AIDS/STD education. Section 4 focuses on HIV-related school health policy. Section 5 discusses the training necessary for educational personnel who will be teaching about HIV/AIDS. Section 6 describes a resource guide that is available for curriculum planners. Section 7 presents a list of contacts for further information. (SM)

ED 424 211 SP 038 180

Shaw, Anne; Fulton, Lois; Davis, Carole; Hogbin, Myrtle
Using the Food Guide Pyramid: A Resource for Nutrition Educators.
PUB DATE- 98

Strategies for Teaching Differently: On the Block or Not.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Classroom Environment; *Classroom Techniques; Educational Change; Elementary Secondary Education; Multiple Intelligences; Relevance (Education); Student Centered Curriculum; Student Evaluation; Student Motivation; Student Participation; Teacher Student Relationship; Teaching Methods; Teamwork; *Thinking Skills

This book presents strategies for creating a meaningful, active classroom environment based on the latest research on learning and about multiple intelligences. The book emphasizes a change to interactive thinking activities to increase students' success and explains how to change a classroom from teacher-focused to student-focused. Chapter 1, "Leaving Lecture Behind," discusses how and why it is important to move to a new way of teaching that better prepares students for the 21st century. Chapter 2, "Creating a Climate for Learning," and chapter 3, "Team-Building Strategies," stress the importance of climate and team building to promote any sort of change. Chapter 4, "Constructing Knowledge," deals with the components needed to deliver instruction to students without lectures. It explains the components of the learning cycle, which differ from the lesson cycle because of the emphasis on the student. Chapter 5, "Demonstrating Understanding," discusses how to ensure that students understand the information studied by requiring that they demonstrate the learning in some way. Chapter 6, "Reflecting on the Learning," provides the real-world connection to what students are learning. The book contains tables, diagrams, and examples of thinking activities as well as 24 blackline masters appropriate for grades 6-12. An annotated bibliography is also included. (Contains 21 references.) (SM)

ED 424 229 SP 038 199

Tirri, Kirsi
Teachers' and Students' Views on Distributing Justice at School.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discipline; Foreign Countries; Grade 9; High School Students; High Schools; *Justice; Minority Group Children; *Moral Values; Secondary School Teachers; *Student Attitudes; Student Behavior; *Teacher Attitudes
IDENTIFIERS- Distributive Justice; Finland

This study investigated the views of 33 Finnish teachers and 120 of their 9th-grade students on justice at their school. Data came from structured teacher and student interviews and from students' written essays. Teachers and students identified situations in their school where they questioned the fairness of the distribution of conditions and goods affecting their lives. Results indicated that participants were interested in

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Elementary School Students; Foreign Countries; Intermediate Grades; *Narration; *Self Evaluation (Individuals); Tables (Data); *Training; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Authentic Assessment

Despite the burgeoning use of authentic assessment, few studies have examined effects on students. In this study, 148 students in 15 grade 4-6 classrooms were taught over an 8-week period how to evaluate their work. Their self-reflections were later compared with those of 148 control group students. Treatment group students became more accurate in their self-evaluations than controls. Contrary to the beliefs of many students, parents, and teachers, students' propensity to inflate grades decreased when teachers shared assessment responsibility. Treatment students also outperformed controls on narrative writing but the overall effect was small (ES=0.18). Poorer writers improved their writing much more if they were in the treatment rather than the control group (ES=0.58). The results of the treatment are attributed to the focusing effects of joint criteria development and use, and to the heightened meaningfulness of self-evaluation over other assessment data. An appendix presents the assessment scales for the Junior Division Narrative tests. (Contains 6 tables and 52 references.) (Author/SLD)

ED 424 249 TM 029 121

Hammann, Lynne A.; Stevens, Robert J.
Metacognitive Awareness Assessment in Self-Regulated Learning and Performance Measures in an Introductory Educational Psychology Course.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Assessment; Higher Education; Learning Strategies; *Metacognition; *Student Motivation
IDENTIFIERS- *Self Regulated Learning

This study investigated Self-Regulated Learning of 90 college students in an introductory educational psychology course at a large eastern university. Relationships among metacognition, motivational orientation, strategy use, and performance were examined. The study expanded on findings about The Metacognitive Awareness Inventory (MAI) (G. Schraw and R. Dennison, 1994) by using it in an instructional setting. It also examined relationships with The Motivational Strategies for Learning Questionnaire (MSLQ) (P. Pintrich, D. Smith, T. Garcia, and W. McKeachie, 1991) and with performance measures. Students' knowledge of cognition from the MAI was correlated with predictions of test performance, test scores, and on-line measure of accuracy of responses. Knowledge of cognition was also correlated with the MSLQ scales, Control of Learning Beliefs and Self-Efficacy for Learning and Performance. Regulation of cognition from the MAI was related to Intrinsic Goals Orientation, Task Value, and learning strategies on the MSLQ. This study adds to understanding the relationships of metacognition, motivation, and strategy use in an ecologically valid context. (Contains 3 tables and 11 references.)

constrained adaptive testing that maximizes the accuracy of the ability estimator. The method is demonstrated empirically using an item pool from the Armed Services Vocational Aptitude Battery and the responses of 38,357 examinees. The empirical example suggests that the algorithm is able to reduce the speededness of the test for the examinees who otherwise would have suffered from the time limit. Also, the algorithm did not seem to introduce any differential effects on the statistical properties of the theta estimator. (Contains 9 figures and 14 references.) (SLD)

ED 424 267 TM 029 140

van der Linden, Wim J.; Glas, Cees A. W.
Capitalization on Item Calibration Error in Adaptive Testing. Research Report 98-07.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability; *Adaptive Testing; *Computer Assisted Testing; *Error of Measurement; Estimation (Mathematics); Foreign Countries; *Test Items
IDENTIFIERS- *Calibration; Optimization

In adaptive testing, item selection is sequentially optimized during the test. Since the optimization takes place over a pool of items calibrated with estimation error, capitalization on these errors is likely to occur. How serious the consequences of this phenomenon are depends not only on the distribution of the estimation errors in the pool or the ratio of the test length to the pool size, but also on the structure of the item selection criterion used. A simulation study demonstrated the existence of the phenomenon empirically. It also showed that its effect on the errors in the ability estimates interacts strongly with the distribution of the items in the pool. (Contains 1 table, 7 figures, and 15 references.) (Author)

ED 424 268 TM 029 141

Veldkamp, Bernard P.
Multidimensional Test Assembly Based on Lagrangian Relaxation Techniques. Research Report 98-08.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability; Estimation (Mathematics); Foreign Countries; Item Banks; Item Response Theory; Measurement Techniques; Models; Psychometrics; Selection; *Test Construction; Test Length
IDENTIFIERS- Calibration; *Lagrangian Relaxation; *Multidimensionality (Tests); Test Specifications

In this paper, a mathematical programming approach is presented for the assembly of ability tests measuring multiple traits. The values of the variance functions of the estimators of the traits are minimized, while test specifications are met. The approach is based on Lagrangian relaxation techniques and provides good results for the two dimensional case in a small amount of time. Empirical examples of a test assembly problem from a two dimensional mathematics item pool illustrate the method. In the area of ability measurement, Item Response Theory (IRT) is usually used as a psychometric theory

Posttests; *Scores; *Standardized Tests; Tables (Data); Test Coaching; Test Results; *Test Wiseness
IDENTIFIERS- Large Scale Assessment; *Middle School Students

The education system of the United States is rated on the performance of students on large-scale standardized tests. In addition, a major portion of a student's grade for a course is based on the level of performance on classroom tests. Since this is the case, the education system must take testing and the results of testing very seriously. The purpose of this research project is to determine if test-taking strategies affect the test scores of middle school students. The research was conducted with 40 middle school students according to the steps of instructional procedure described in "Learning Strategies Curriculum: The Test- Taking Strategy" (C. A. Huges, J. B. Shumaker, J. B. Deshler, and C. D. Mercer, 1988). Analysis of the data shows that using a test-taking strategy during testing significantly improved test scores. The students in the experimental group who received the test-taking strategy training improved their test scores on the posttest significantly more than their control group counterparts who did not receive any test-taking strategy training. An appendix contains research consent statements. (Contains 5 figures, 5 tables, and 42 references.) (Author/SLD)

ED 424 286 TM 029 167

Enger, Sandra K., Ed.; Yager, Robert E., Ed.
The Iowa Assessment Handbook.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Science Education; Sciences; *Student Evaluation; Tables (Data); Teacher Evaluation; Teaching Methods; *Test Use
IDENTIFIERS- *Iowa; *Scoring Rubrics

The handbook addresses the assessment of student performance and the establishment of criteria by which to measure student progress in six domains within science: (1) Concepts; (2) Processes; (3) Applications; (4) Attitude; (5) Nature of Science; and (6) Creativity. Each domain is defined, and a rationale is provided for assessing student learning in that domain. Following the descriptive section, examples of assessment instruments, including multiple choice, essay, and alternative forms of assessment are provided. Suggestions are made to help teachers improve and enhance their assessment strategies. Chapter 1 introduces the handbook, and Chapter 2 contains suggestions for getting started. Chapter 3, "Six Domains of Science," describes the six domains. Chapter 4, "Assessment in the Contexts of Teaching," discusses the use of current types of assessment and their relation to the National Science Education Standards. In Chapter 5, "Evaluating Teaching Practice," techniques to help teachers improve their practices, including videotape and journals, are discussed. Chapter 6, "Rubrics," considers scoring assessments. Chapters 7 through 10 present assessment samples for all grades and for grades kindergarten through 4, 5 through 8, and 9 through 12. A glossary is included. (Contains 3 figures, 26 tables, and 99 connected knowledge, and promoted active learning. (EH/Author)

ED 424 171 SO 029 285

Delattre, Edwin J.
The Responsibilities of Citizen Policymakers and the Place of Public Opinion in Education Reform.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for History Education (Lake Geneva, WI, October 17-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; *Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; *Public Opinion
IDENTIFIERS- Massachusetts

This paper addresses the role of serving the public interest and how that relates to education. The document provides specific examples of how education reform efforts in Massachusetts often were couched in such vague terms as to be ineffective in establishing educational standards. The paper discusses how politics influences educational policy and what attempts have been made to straighten out some of the confusion. The paper cites examples of the vagaries of educational jargon found in the educational mandates and how the Massachusetts Education Reform Act of 1993 has been undercut. The document advocates that citizen policy makers must be prepared to keep doing the same work over and over again, repeatedly addressing the same tendencies in education toward imprecision and vagueness that are inimical to reform. (EH)

ED 424 172 SO 029 289

Neihengen, Thomas; Silva, Martha; Zimmer, Marilynn
Improving Intermediate Grade Geography Skills.
PUB DATE- 97
NOTE- 78p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Cultural Awareness; Economics; *Geographic Concepts; Geographic Location; Geographic Regions; *Geography Instruction; *Intermediate Grades; Middle Schools; *Physical Geography; Social Studies
IDENTIFIERS- Middle School Students

This report describes a program for improving student geographical skill components identified as place and orientation, cultural geography, economic geography, physical geography, and plants and animals. Middle school students in a middle class community in the midwest participated in the study. Three major categories of interventions were identified to address the ignorance of geography described. Strategies include: (1) a daily scheduled geography-based opener; (2) home involvement in the awareness of the five themes of geography; and (3) the implementation of an active learning program involving hands-on materials. Data gathered after the strategies were implemented showed that students were able to raise their scores on the post geography assessments and there was evidence of a measurable improvement in attitude toward the undergraduate academic institutions and a variety of public school teaching assignments. Each participant completed an interview during the final month of his/her first year of teaching. Interviews highlighted issues of effective teaching, personal efficacy, and preservice and inservice professional development. This paper focuses on preservice activities mentioned by the novice teachers that related to their own professional development. Specifically, participants suggested six preservice activities which, for them, significantly related to growth in effective teaching. The activities provided opportunities to observe, practice, and refine reflective thinking, creative thinking, and/or an internal locus of control, all characteristics of the ideal effective practitioner. The participants maintained that six factors would enhance the education of effective practitioners: (1) clinical field experiences during foundations and methods courses, (2) microteaching lessons, (3) video analyses of student teaching performance, (4) weekly seminars for preservice teachers during full-time student teaching, (5) reflective journals, and (6) professor-modeled reflective thinking. (Contains 49 references.) (SM)

ED 424 194 SP 038 138

Alban, Theresa; Proffitt, Thomas D.; SySantos, Christine
Defining Performance Based Assessment within a Community of Learners: The Challenge & the Promise.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Elementary Education; Evaluation Methods; Higher Education; Mentors; *Performance Based Assessment; Preservice Teacher Education; *Professional Development Schools; *Student Teacher Evaluation; *Teacher Collaboration; Teacher Competencies; *Teacher Competency Testing
IDENTIFIERS- Towson State University MD

The Interstate New Teacher Assessment and Support Consortium (INTASC) enhances collaboration among states rethinking teacher assessment for initial licensing and for preparation and induction into teaching. Towson University's Elementary Education Department adopted INTASC's standards for its teacher education program. In a pilot program involving a Baltimore County public elementary school and Towson University, course outcomes reflecting INTASC standards became the core of a performance-based assessment program for teacher interns. Through ongoing collaboration with mentor teachers, the university instructor established an observation/evaluation instrument for assessing preservice teachers' performance. A beginning performance portfolio complemented the assessment instrument. Towson University offered a graduate course in which classroom teachers interested in supervising preservice teachers worked with university personnel to identify experiences and performances and construct evaluation instruments that guided and reflected the developmental process for interns. They also constructed guidelines/requirements for portfolio assessment. Interns piloted the assessment model in the Professional Development School. Classroom observations were conducted using the observation tools for five teaching

NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dietetics; Eating Habits; Elementary Secondary Education; *Foods Instruction; Health Promotion; *Nutrition Instruction; Recipes (Food)
IDENTIFIERS- *Food Guide Pyramid; *Food Preparation; Shopping

This booklet provides information to assist nutrition educators in helping their audiences use the Food Guide Pyramid to plan and prepare foods for a healthy diet. It reviews the objectives set in developing the Food Guide Pyramid and illustrates their impact on the application of the Food Guide Pyramid to planning menus. In particular, the booklet describes how to count up servings from the food groups for a day's diet (for different age groups), how mixed foods and recipe items contribute to food group servings, and how to adapt a single menu for individuals who have different calorie and nutrient needs or who have different ethnic diets. It also explains how to plan menus for several days and how to shop for nutritious food, pointing out problems and limitations encountered in planning the menus. The four appendixes offer (1) suggestions for determining the number of food group servings in recipes, (2) 23 recipes, (3) a variety of menu tables, and (4) food lists for 5 days' menus. The sample menus and recipes use popular foods that are readily available, moderately priced, and require only modest preparation time and skill. (SM)

ED 424 212 SP 038 181

Beck, Judy A.; Wynn, Harriet C.
Technology in Teacher Education: Progress Along the Continuum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; Higher Education; *Schools of Education; Teacher Education Curriculum; *Teacher Education Programs; *Teacher Educators; *Technology Education
IDENTIFIERS- ERIC Digests; *Technological Change; *Technology Integration

The infusion of technology in schools, colleges, and departments of education (SCDEs) may be placed along a continuum. At one end of the continuum, technology infusion is described as not being central to the teacher preparation experience. At the other end of the continuum, progress is represented by changing courses and changing thinking. This Digest reviews preservice student use and teacher education faculty use of technology as well as the institutional capacity of SCDEs. Models of technology integration at the University of Virginia, Western Illinois University, and Michigan State University schools of education are identified as having implemented long-term efforts to infuse technology throughout their programs. Support for change includes the National Council for Accreditation of Teacher Education revision of standards for implementation in the concept of justice, but teachers' and students' views differed. The most common moral dilemmas teachers and students identified related to teachers' work. In matters related to teachers' work, teachers advocated the principle of need (and sometimes equity) in distributing justice. Students viewed the principles of equality and equity to be just values in distributing justice related to teachers' work. Regarding distribution of goods, students preferred the value of equality. In distributing discipline, students preferred the value of equity. Regarding student behavior, teachers preferred the value of need as the guiding value. In conflicts between home and school, teachers used the principle of equity to weigh their values. Students emphasized aspects of procedural justice and did not emphasize distributive justice regarding student behavior. Regarding minority group rights, teachers emphasized the value of equity in finding a balance between Finnish culture and student ethnicity. Students viewed the value of equality as the guiding principle in the treatment of all students. (SM)

ED 424 230 SP 038 200

Riley, Richard
The Challenge for America: A High Quality Teacher in Every Classroom. Annual Back to School Address.
PUB DATE- 98
NOTE- 19p.; Speech given the U.S. Secretary of Education at the National Press Club (Washington, DC, September 15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Faculty Development; Federal Government; Higher Education; Partnerships in Education; *Preservice Teacher Education; School Districts; Standards; State Government; Teacher Certification; *Teacher Competencies; *Teacher Improvement; Teacher Recruitment; Teachers

This speech highlights new ways to improve teacher quality. It was prepared following a national search for models of excellence that addressed the training needs of teachers at every stage of their careers. Section 1, "Missing the Mark in Recruiting New Teachers," discusses the need to prepare the next generation of teachers, since in the next 10 years, the country will need to recruit 2.2 million teachers (one-half to two-thirds of whom will be beginning teachers). Section 2, "What Is Wrong with the System?" explains that an outdated teacher training and support system cannot be allowed to frustrate the hopes and dreams of too many teachers. Section 3, "Creating a National Partnership," discusses the importance of national partnerships among K-12 leaders, higher education, and political leaders at all levels. Section 4, "Improving Recruitment," discusses ways to recruit teachers that will interest the next generation of teachers. Section 5, "Challenges to America's Higher Education Community," discusses five areas that colleges of education must address to improve teacher education. Section 6, "Challenges to State and Local School Districts," examines the role of state governments and local school districts in reshaping the teaching profession. Section 7, "Incentives for Veteran Teachers," discusses the importance of incentives to keep the good teachers already in the system and offer them the opportunity to keep on learning. (SM)

(Author/SLD)

ED 424 250 TM 029 122

Levi, Daniel; Cadiz, David
Evaluating Team Work on Student Projects: The Use of Behaviorally Anchored Scales To Evaluate Student Performance.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Engineering; *Evaluation Methods; Grading; Group Behavior; *Group Dynamics; Higher Education; Performance Factors; Psychology; Research Methodology; Self Evaluation (Groups); *Student Evaluation; *Teamwork; Test Construction
IDENTIFIERS- *Behaviorally Anchored Rating Scales; *Social Loafing

One of the biggest problems students face in team projects is social loafing, a situation in which students may view team projects as a free ride. Social loafers let others do the work, knowing that the professor will only grade the completed project. This research examined the performance of students grading other student team members on a group project. Team members' evaluations were part of the grade, worth 10 to 20% of the project grade. All evaluations were confidential, and other students never saw the evaluations. A behaviorally anchored scale was designed and used to discourage ratings based merely on personality. A behaviorally anchored scale is an approach to evaluating performance that encourages the rater to evaluate a subject's performance, rather than irrelevant characteristics such as personality or liking. The scale developed for this study was based on student opinions about the important task and social behaviors in team work. The sample included 3 psychology classes and 1 aeronautical engineering class, for a total of 142 students in teams ranging from 3 to 6 members. Results indicate that students can make evaluations of team members and give them grades other than all "A's". The distribution of grades given by the students was somewhat high for the psychology students, but was more typical for the engineering students. Ratings by students did make sense, and the correlations between the behaviorally anchored scales and the overall teams ratings were significant. Student ratings of team work were different and independent from their project grades. The value of the team work rating scales is to improve both the accuracy of grading and to give the teams a way to control social loafing. (Contains three tables and nine references.) (SLD)

ED 424 251 TM 029 123

Reeves, Edward B.
Do Contextual Effects Bias Kentucky School District Accountability Index Scores? Occasional Research Paper No. 1.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MFC1/PrO2 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accountability; Births to Single Women; *Context Effect; Elementary Secondary Education; Equal Education; *Evaluation Methods; Income; Measurement Techniques; Rural Schools; *School Districts; *Scores; Tables (Data); Urban Schools

underlying the test assembly process. In this process, three steps can be distinguished. First, an IRT model has to be chosen and the items in the item bank have to be calibrated. From this item bank, many different tests can be assembled. Therefore, the second step consists of specifying the properties of the desired test. One could specify, for example, the test length, the desired amount of information, or the administration time of the test. The third step of the test assembly process is to formulate a model that selects items from the item bank so that test specifications are met. A mathematical programming approach is often used for this step. (Contains five tables, two figures, and nine references.) (Author/SLD)

ED 424 269 TM 029 142

Campbell, Jay R.; Voelkl, Kristin E.; Donahue, Patricia L.
NAEP 1996 Trends in Academic Progress. Addendum. Achievement of U.S. Students in Science, 1969 to 1996; Mathematics, 1973 to 1996; Reading, 1971 to 1996; Writing, 1984 to 1996. Revised.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 105p.; Revision of a document first published in 1997, see ED 409 383.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Trends; Elementary School Students; Elementary Secondary Education; Longitudinal Studies; Mathematics Achievement; *National Surveys; *Outcomes of Education; Racial Differences; Reading Achievement; Science Education; *Science Tests; Sciences; Secondary School Students; Sex Differences; *Student Characteristics; Tables (Data); Trend Analysis; Writing (Composition)
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has measured students' progress toward higher achievement since 1969, assessing students in public and nonpublic schools in various subject areas on a regular basis. The NAEP has also collected background information about students to provide a context for interpreting assessment results and documenting the implementation of educational reform. This addendum is a revision and full reprint of sections of the report: (1) the Executive Summary; (2) Chapter 1; (3) Chapter 2; and (4) Appendix A of "NAEP 1996 Trends in Academic Progress" (NCES 97-985). It contains revisions to the text, tables, and figures of the Long Term Trend Science results. The material in this addendum replaces the corresponding sections of the original report. The original report presented the results of science, mathematics, reading, and writing trend assessment, charting them back to the year in which the assessment was first given. Trends are discussed for students at ages 9, 13, and 17, in grades 4, 8, and 11. Trends in average performance differences between White and Black, White and Hispanic, and male and female students are also discussed. The overall pattern of science performance has been one of decline followed by recent improved performance. The long-term science trend assessment contains a content dimension and a cognitive dimension. Because it represents educational objectives that were established in 1969 for 17-year-olds and 1970 for 9- and 13-year-olds, the long-term science trend assessment may represent a more references.) (SLD)

ED 424 287 TM 029 170

Gordon, Howard R. D.
Identifying Learning Styles.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Summer Workshop for Beginning Vocational Education Teachers (Montgomery, WV, July 20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Educational Environment; *Environmental Influences; *Identification; *Individual Differences; *Perception; Performance Factors; *Student Characteristics

Learning style is a factor researchers claim influences student educational performance. This article summarizes information about student learning styles. The idea of learning styles is based on the theory that there are different methods of gathering, organizing, and evaluating information. Research has not produced conclusive evidence about learning styles, but there is information about learning conditions and cognitive learning styles that can provide some insight into learning styles. One area to consider is that of learning conditions. Many environmental factors can affect a person's ability to concentrate and absorb and retain information. Another approach is to determine a person's cognitive learning style, based on how information is best perceived and the preferred way of perception, how information is organized and processed, and how progress toward understanding takes place. Characterizing learning style as field-dependent or field-independent is an approach with many applications in education. Those who have a field-dependent style are more likely to view the world globally, and have to use the organization in which learning material is presented. Those who have a field-independent learning style tend to view the world more analytically, solve problems more easily, and favor inquiry and independent study. They are more likely to provide their own structure to facilitate learning. Of course, learning styles are not always clustered into neat categories. Another way to view learning styles is that of A. Gregorc and K. Butler (1984) who refer to four channels through which the mind receives and expresses information most efficiently. These include the perception abilities of abstractness and concreteness and the ordering abilities of sequence and randomness. Combining these results in concrete sequential, abstract sequential, abstract random, and concrete random ways of seeing and using information. Learning modalities are also characterized as kinesthetic, tactual, auditory, and visual. By being aware of individual learning styles, including the preferences individuals have for learning conditions, vocational education teachers can develop alternative instructional methods and a variety of learning resources. (Contains 1 table, 2 figures, and 19 references.) (SLD)

ED 424 288 TM 029 171

Oakerson, Peggy Fast
Teaching and Assessing Study Skills: A Classroom Study.
PUB DATE- 93

subject. (Author/EH)

ED 424 173 SO 029 290

Governale, Joan
Improving Attitudes of Students toward Social Studies.
PUB DATE- 97
NOTE- 77p.; M.A. Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Active Learning; Classroom Environment; Grade 4; Intermediate Grades; *Social Studies; *Student Attitudes; *Student Interests; Student Motivation; *Student Surveys

This report describes a program to improve the attitudes of fourth-grade students toward social studies. Surveys of fourth-graders, their parents, teachers, and community members were conducted to find out their attitudes toward social studies. Students and parents reported a lack of interest in social studies. Faculty reported they were inadequately prepared to meet the challenges posed in the classroom by rapidly changing demographics, increased class size, increased cultural diversity and varying cognitive abilities. Intervention strategies included: (1) use of historical fiction; (2) cooperative learning groups; (3) hands-on activities; and (4) graphic organizers. As a result of the four interventions, a classroom environment was established that stimulated interest in social studies and student attitudes toward social studies were greatly improved. (Author/EH)

ED 424 174 SO 029 360

A Nation of Spectators: How Civic Disengagement Weakens America and What We Can Do about It. Final Report of the National Commission on Civic Renewal.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alienation; *Citizen Participation; Citizenship Education; *Citizenship Responsibility; *Civics; Community Development; *Democratic Values; *Educational Development; Educational Objectives; Outcomes of Education; Public Service; Social Behavior; Social Isolation; *Social Networks; Social Responsibility; Social Values

Assessing the current state of civic engagement in the United States, this document argues for increased participation from the citizenry, and discuses a number of programs supporting this effort. Although individuals remain actively involved in many civic activities through church, voluntary, and political associations, recent decades have witnessed a decline in involvement. This has been coupled with an erosion of trust in government and a disenchantment with even the very ideals of civic progress. This report from the National Commission on Civic Renewal argues for a collaborative effort at civic renewal. The steps that can be taken in the schools to help achieve civic renewal are dealt with on pages 14-16. Specifically, the goals of the Commission are to (1) assemble important scholarly and practical work already under way around the country on the revitalization of citizenship and civic competencies. The checklists became the vehicle for structuring conferences about teaching performance. When the semester ended, the supervising teacher, intern, and university supervisor completed an evaluation for each competency using the summative rating sheets. Next, interns piloted the Portfolio Exhibition. The interns' portfolios were examined and evaluated with portfolio rating sheets. Graduate course participants reconvened to examine comments from supervising teachers, interns, and university supervisors regarding implementation of the assessment model and are now making refinements. (SM)

ED 424 195 SP 038 140

Valencia, Atilano A.
Coping with the CBEST: Alternative and Inclusive Approaches.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Basic Skills; *College Admission; College Students; Elementary Secondary Education; Higher Education; Mathematics Skills; *Minority Groups; Preservice Teacher Education; Reading Skills; *Teacher Certification; *Teacher Competencies; Writing Skills
IDENTIFIERS- *Alternative Admissions (College); *California Basic Educational Skills Test; California State University Fresno

California State University, Fresno developed a comprehensive program to increase the number of minority students admitted into its teacher education program. The program, developed by the School of Education and Human Development (SOEHD), resulted from claims that the mandatory California Basic Educational Skills Test (CBEST) impedes and discourages qualified minority students from entering teaching. The program includes an early identification system that enables the SOEHD to identify students who intend to pursue teaching and provide them with information about taking the CBEST as early as possible. The program also includes advice for students, several alternative admission plans for students who have difficulty with the CBEST (e.g., conditional admission despite not yet having passed the CBEST), and diagnostic information. There are specially designed courses to further the basic skills of students who experience difficulty passing the CBEST. Data from 1996-97 indicate that the alternative admission program helped remove a principal barrier to admission for at least 51 percent of students who did not pass the CBEST in 1996-97. Data from 1994-97 showed that 70 percent of students who entered via alternative admissions plans passed the CBEST by the end of the semester. Data from the end of every school year suggest that the alternative admission plans and early identification system have successfully facilitated the admission of students who otherwise would have been denied admission due to low CBEST scores. (SM)

ED 424 196 SP 038 144

Qi, Jie
Postmodernism and Marxism: What Is Called into Question in the Educational Discourse?
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

the year 2000; and States requiring more capability with technology through licensing and certification standards. Positive movement along the continuum is represented by a report from the National Commission on Teaching & America's Future indicating that SCDEs are doing much more to meet the challenge of technology infusion than is commonly believed. (Contains 9 references)(LL)

ED 424 213 SP 038 182

Better Teachers for Today's Classroom: How to Make it Happen. Hearing on Examining Proposals To Provide More Qualified Teachers in the American Classroom, Focusing on Certain Provisions on the Proposed Higher Education Amendments of 1998 (S. 1882 and H.R. 6) Affecting Institutional Eligibility for Student Aid under Title IV of the Higher Education Act. Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, Second Session (May 7, 1998).
PUB DATE- 98
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; *Educational Quality; Elementary Secondary Education; Federal Government; Government Role; Hearings; Higher Education; *Preservice Teacher Education; Standards; Teacher Competencies; Teacher Improvement; *Teacher Qualifications; *Teachers; Teaching (Occupation)
IDENTIFIERS- Boston Public Schools MA; Congress 105th; Maryland

The Committee on Labor and Human Resources examined the need for more qualified teachers in America's classrooms. Senators Bingaman and Jeffords made opening statements regarding the importance of the issue, then Margot Schenet, a specialist in social legislation with the Congressional Research Service, discussed the need for program quality in postsecondary schools and the role of the federal government. Her statement addressed institutional eligibility for student aid under the Higher Education Act. Statements from Kati Haycock, Director of the Education Trust; Terry Hartle, Senior Vice President of the American Council on Education; Arthur Wise, President of the National Council for Accreditation of Teacher Education; and Donald Warren, Dean, School of Education, Indiana University followed. They addressed the importance of teacher quality and competency in providing optimal education to diverse students. An opening statement by Senator DeWine discussed the crisis in teacher education in the U.S., examining NCATE accreditation. Statements from Thomas Payzant, Superintendent of the Boston Public Schools, and Nancy Grasmick, State Superintendent of the Maryland State Department of Education, follow. Payzant discussed the type of training teachers need to succeed in Boston's public schools. Grasmick discussed teacher education initiatives and reforms in Maryland. Prepared statements by Senators Bill Frist and Edward Kennedy supported the statements of the previous speakers. A prepared statement of the National Education Association made recommendations for achieving the goal of improved educational quality. (SM)

ED 424 214 SP 038 183

Riggs, Ernestine; Serafin, Ana Gil
Classroom-Based Narratives: Teachers Reflecting on Their Own Teaching Stories. A New Page in the Story of Success...A New Chapter in the Life of Hope.
PUB DATE- 98

ED 424 231 SP 038 201

Carr, Jo Ann
Information Literacy and Teacher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Information Literacy; *Information Processing; *Inservice Teacher Education; *Preservice Teacher Education; Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- American Association of School Librarians; Association of College and Research Libraries; ERIC Digests; *Information Integration

Teachers cannot prepare their students to be information literate unless they themselves understand how to find and use information. This Digest discusses the concept of information literacy (the ability to access, evaluate, and use information from a variety of sources) and its relevance for teachers. Professional associations for K-12 and higher education have recognized the importance of information literacy to the teaching-learning process. Two major associations for librarians who work with preservice and inservice teachers have developed guidelines on what information-literate teachers need to know. The guidelines emphasize skills for searching, retrieving, and evaluating information, and developing strategies for locating databases, Internet resources, and print materials. Existing models for teachers' information literacy include: individual workshops for both preservice and inservice teachers; course-related and course-integrated instruction; and the use of case studies of teaching and learning situations. Teacher educators, teachers, and others interested in preparing K-12 students to be information literate can move forward by reflecting upon and adapting existing models. (Contains 10 references) (LL)

ED 424 232 TM 027 280

Meisels, Samuel J.; Marsden, Dorothea B.; Wiske, Martha Stone; Henderson, Laura W.
Early Screening Inventory. Revised. Examiner's Manual.
PUB DATE- 97
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; Cognitive Development; Disabilities; Language Acquisition; Preschool Education; Psychomotor Skills; *Scoring; *Screening Tests; Special Education; Test Construction; Test Format; *Test Use; User Needs (Information); *Young Children
IDENTIFIERS- *Early Screening Inventory (Revised)

The Early Screening Inventory-Revised (ESI-R) is a brief developmental screening instrument that is individually administered to children from 3 to 6 years of age. It is

IDENTIFIERS- *Kentucky

The system of high-stakes accountability in the Kentucky public schools raises the question of whether teachers and administrators should be held accountable if test scores are influenced by external factors over which educators have no control. This study investigates whether such external factors , or "contextual effects," bias the accountability index scores. The focus is on the Kentucky school district accountability index scores for the 1992-94 and 1994-96 biennial periods. District scores were chosen as the focus because more suitable measures of contextual effects are available. Three contextual effects are considered: (1) median household income in the district; (2) teen birth rate; and (3) rural-metropolitan differences among districts. Contextual effects might slow or promote a school district's ability to improve its scores, or they might only influence the scores within districts. A second set of analyses were done on the 4th, 8th, and 12th grade scores within each school district. Major findings are that contextual effects have little influence on the change in scores within districts. This supports the argument of high-stakes accountability advocates, who assert that since improvement is measured within the school or district, externally imposed advantages or disadvantages will not affect the results. Contextual effects have a large influence on differences in scores between districts. Between 30 and 40% of the variation in the scores is attributable to contextual effects. Median household income is the strongest of these effects, with rural-urban differences next. When contextual effects are controlled, rural school districts perform better than their accountability scores suggest and better than metropolitan districts. Urban schools perform less well than their scores suggest when contextual effects are controlled. Independent school districts tended to score higher than county school districts. Analyses from the individual grades generally support the overall analyses. An appendix lists scores and standardized residual for each district. (Contains 2 figures, 11 tables, and 20 references.) (SLD)

ED 424 252 TM 029 124

Reeves, Edward B.; Harty, Harold
Regional Disparities in Kentucky Academic Index Scores.
Occasional Research Paper No. 2.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Context Effect; Data Collection; Educational Change; Elementary Secondary Education; *Equal Education; *Geographic Regions; Rural Schools; *Scores; Socioeconomic Status; Test Results; Urban Schools
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

In spite of a mandate to create educational equality, the Kentucky Education Reform Act (KERA) has not eliminated inequalities in school performance scores, and the problem may even be getting worse. The objective of this study is to determine the disparities that exist among Kentucky's eight Service Center regions. The analysis uses school Academic Index scores from 1992-93 to 1996-97, averaged by region. The regional averages (or means) are compared descriptively along with the statistical application of pairwise multiple comparisons. The study's findings show that regional disparities in Academic Index scores clearly exist. These constrained view than the 1996 main science assessment, as this addendum clarifies. (Contains 9 figures and 18 tables.) (SLD)

ED 424 270 TM 029 143

Pearson, P. David; Garavaglia, Diane R.
Improving the Information Value of Performance Items in Large Scale Assessments. NAEP Validity Studies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 26p.; "Commissioned by the NAEP Validity Studies (NVS) Panel."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Constructed Response; Correlation; *Cost Effectiveness; Factor Analysis; *Item Response Theory; *National Surveys; *Performance Based Assessment; Test Construction; *Test Items; Test Use
IDENTIFIERS- *Information Value; *Large Scale Assessment; National Assessment of Educational Progress

This essay explores what is known and what remains to be learned about the information value of performance items when they are used in large scale assessment. Within the context of the National Assessment of Educational Progress (NAEP), there is substantial interest in answering these questions as issues of national assessment are considered for the future. The concept of information value is operationalized in the essay. Information has value to the degree that it helps in decision making or drawing conclusions about issues that matter. In education the issues that matter usually take the form of questions about cognitive processes or curriculum. This essay is divided into four sections. The first considers the construct of information value in its broadest sense, and then describes ways to operationalize it. The second section reviews the available literature within each of the operational traditions of: (1) item response theory; (2) factor analysis; and (3) correlational studies. The third section considers some alternative versions of information value, based on more cognitive, conceptual, and pragmatic considerations. The final section outlines a series of studies that, it is asserted, should be supported by the National Center for Educational Statistics to answer the questions about how the NAEP can be modified to increase its information value. The question of what constructed response items add to the interpretation of NAEP results is critical at this point in the history of the NAEP. Critics assert that constructed response items should be eliminated in the interests of economy and precision. Until, and unless, it can be demonstrated that there are grounds, whether psychometric, conceptual, or pragmatic, for maintaining or expanding the emphasis on constructed response items, their use will be questioned and questionable. (Contains 26 references.) (SLD)

ED 424 271 TM 029 144

Mullis, Ina V. S.
Optimizing State NAEP: Issues and Possible Improvements. NAEP Validity Studies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 25p.; "Commissioned by the NAEP Validity Studies (NVS)

NOTE- 14p.; Paper presented at the Annual Meeting of the Midwest Association of Teachers of Educational Psychology (Anderson, IN, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Educational Assessment; *Evaluation Methods; Grade Point Average; Higher Education; Pretests Posttests; *Study Skills; Test Wiseness
IDENTIFIERS- *Learning and Study Strategies Inventory

A study skills course was evaluated for effects on results from the Learning and Study Strategies Inventory (LASSI) (D. Mealy, 1988). Subjects were students in a freshman level college study skills course. At pretest, there were 29 students in the treatment condition, and by the post-test 25 students remained. In a followup telephone survey, 21 students participated. Statistically significant differences in pretest and posttest scores were found for Anxiety, Information Processing, Main Ideas, Support Techniques, Self-Testing/Review, Test Strategies, and Preparing for Tests. In addition, providing course work in test strategies was effective in improving grade point average. Scores on the Test Strategies section were significantly correlated to cumulative grade point average. (Contains one table and eight references.) (Author/SLD)

ED 424 289 TM 029 172

Schullo, Stephen A.; Alperson, Burton L.
Low SES Algebra 1 Students and Their Teachers: Individual and a Bi-directional Investigation of Their Relationship and Implicit Beliefs of Ability with Final Grades.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Algebra; Beliefs; *Disadvantaged Youth; Grades (Scholastic); High School Students; High Schools; Intelligence; Low Income Groups; *Mathematics Achievement; Mathematics Education; Research Methodology; *Secondary School Teachers; Sex Differences; *Socioeconomic Status; Teacher Expectations of Students

Mathematics achievement and the relationship of low socioeconomic status (SES) students with teachers have been a major concern for educators. Although there are social and economic explanations of failure of low SES students, ultimate success and failure may be significantly affected by differing personal beliefs about learning among students and teachers. C. S. Dweck's implicit beliefs about intelligence and mathematics were examined using a bi-directional methodology with R. D. Lang's Interpersonal Perception Method (IPM) in algebra 1. Incremental/entity beliefs, gender of students, gender of teachers, and low achievers and high achievers were subjected to an analysis of variance. Eighty low SES students and 43 male and 37 female teachers responded to the incremental beliefs that reflected abilities as changing and increasing with effort and to entity beliefs that reflected abilities as unchanging or fixed. Individual incremental female students confirmed the prediction that incremental believers would have higher final grades than the female students endorsing entity beliefs.

and (6) the environment should be engaging. With these criteria as a basis, this paper evaluates "The Chelsea Bank," a simulation package that consists of 15 scenarios in which groups of learners act as either a bank teller or a customer service representative. Contains 12 references. (AEF)

ED 423 839 IR 019 060

Hill, Janette R.; Land, Susan M.
Open-Ended Learning Environments: A Theoretical Framework and Model for Design.
PUB DATE- 98
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Constructivism (Learning); Educational Environment; Educational Technology; Guidelines; *Instructional Design; *Instructional Development; *Learner Controlled Instruction; Models; *Open Education; Student Centered Curriculum; Student Role; Teacher Role
IDENTIFIERS- *Learning Environments; *Open Ended Learning Environments; Problem Based Learning; Scaffolding

This paper presents a framework and model for design of open-ended learning environments (OELEs). First, an overview is presented that addresses key characteristics of OELEs, including: use of meaningful, complex contexts; provision of tools and resources; learner reflection and self-monitoring; and social, material, or technological scaffolding. Next, the following assumptions associated with the design of OELEs are discussed: understanding is best achieved when situated in relevant contexts; learners must take more responsibility for monitoring and reflecting upon the learning process; understanding is best supported when learners connect personal experiences with formal concepts; and learning is a byproduct of progressive negotiation and interpretation of meanings. Following establishment of a framework for understanding the challenges and opportunities afforded by OELEs, a theoretical model for designing OELEs is introduced. The following phases and related considerations are described: (1) analysis, including environmental and participant characteristics; (2) design, including objectives, instructional domains, instructional content, means of instruction, and evaluation methods; (3) development and implementation, including resources, and on-going effort; (4) evaluation; and (5) maintenance. Finally, guidelines are offered to assist in use of the model for design and development of learning environments based on open-ended constructs. (Contains 48 references.) (AEF)

ED 423 840 IR 019 061

Hunt, Jeffrey L.; Lockard, James
How Do Local School Districts Formulate Educational Technology Policy?
PUB DATE- 98
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for

Educational Technology; Educational Trends; Elementary Secondary Education; Factor Analysis; *Instructional Innovation; Instructional Leadership; *Internet; National Surveys; Predictor Variables; Tables (Data); Teacher Surveys; Teaching Methods; Use Studies
IDENTIFIERS- Connectivity; *Facilitative Environments; National School Network; Technology Integration; *Technology Utilization

This study examined the presence of Ely's conditions that facilitate innovation, as reported by Internet-using teachers in leading-edge schools. The conditions that make up the framework are: (1) dissatisfaction with the status quo; (2) existence of knowledge and skills; (3) availability of resources; (4) availability of time; (5) existence of rewards or incentives; (6) expectation and encouragement of participation; (7) commitment by those who are involved; and (8) evidence of leadership. Data were collected from a national survey of teachers (n=238) in approximately half of the 250 schools registered in the National School Network. Preliminary findings are discussed for each of the eight conditions. Tables and graphs present data related to Internet use, including: perception that students would benefit; reasons for use; Internet skills; classroom skills; presence of resource-related conditions; access-related resources; number of simultaneous connections; time available for teacher planning; extrinsic rewards/incentives; extent to which teacher input is sought by decision makers; teacher involvement in other related activities; commitment to planning; level of support; percent of teachers/administrators who use the Internet; leadership; and extraordinary efforts. (Contains 42 references.) (DLS)

ED 423 856 IR 019 077

Reinhart, Julie; Schneider, Paul
Foundations for Creating Effective Two-Way Audio/Video Distance Education Environments.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Attitude Measures; *Audiovisual Communications; *Classroom Environment; Community Colleges; Correlation; *Distance Education; Educational Technology; Higher Education; Interaction; Regression (Statistics); Research Needs; *Student Attitudes; Student Surveys; Teleconferencing
IDENTIFIERS- *Learning Environments; Student Satisfaction; Two Way Communication; *Video Teleconferencing

This study examined the relationship between students' perceptions of the two-way audio/video classroom and their anxiety, as well as their satisfaction with their distance learning experience. Students (n=222) in 12 two-way audio/video distance classes at two major midwestern universities and two midwestern community colleges completed inventories that measured their anxiety in the distance situation, satisfaction with learning in the distance environment, and perception of key elements in the two-way audio/video learning environment. Environmental variables were subdivided into perceptions of the physical environment, the physical layout, and the management interview. The CDICM was used to examine the operational patterns of teachers (n=30) whose students interacted with an ILS using the "Successmaker" courseware in four elementary schools in a metropolitan school district. Data regarding the operational patterns of teachers using ILS technology were collected from teacher interviews and analyzed. The best ILS implementation practices included integration with classroom instruction, training in the use of an ILS, and the use of motivational strategies. Implications for educational change and reform are discussed. Tables and figures present data on discriminant functions for CDICM components, interview data grouped by implementation pattern, significant CDICM components, and influence variables on degree of ILS implementation. The CDICM and interview guide are included. (Contains 18 references.) (AEF)

ED 423 873 IR 019 094

Squire, Kurt; Johnson, Christine; Bichelmeyer, Barbara
Personalized Independent Learning Systems in High Technology Environments.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Educational Environment; Educational Philosophy; Electronic Mail; Independent Study; *Individualized Instruction; *Instructional Design; *Instructional Effectiveness; *Learner Controlled Instruction; Lifelong Learning; Models; Student Needs; Teleconferencing; Thinking Skills; World Wide Web
IDENTIFIERS- *Learning Environments; Technology Integration

In order to be effective, instruction must be more than tailored to the individual: it must be a part of a larger system designed to support individualized learning. An effective individualized instructional environment is a dynamic system; it involves instructors who embrace the concept of individualizing instruction, and provides guidance to students throughout their educational lives, attending to their personal needs. In a Personalized Independent Learning System (PILS), the learning experiences are personalized in two ways: the content chosen reflects an individual's needs, and the learning process reflects an individual's needs. Independence is encouraged in PILS by focusing on producing autonomous, self-regulated learners. Emphasis is placed on developing learners' metacognitive and critical thinking skills and ability to function as experts within their domain. A PILS environment is characterized by learning outcomes rather than the instructional materials involved, and it approaches education systematically. Networked computer technologies such as teleconferencing, the World Wide Web, and e-mail can provide valuable support to PILS. (Contains 17 references.) (AEF)

ED 423 874 IR 019 104

Slowinski, Joseph
Knowledge Acquisition: Utilizing the Internet To Access Educational Data.

to Louisiana's citizens; and (4) secure the necessary funding to support technology in public libraries. (AEF)

ED 423 892 IR 057 194

Gonzalez, Pedro
Computerization of the Archivo General de Indias: Strategies and Results.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Case Studies; Decision Making; Electronic Libraries; Foreign Countries; Information Storage; Information Systems; Library Administration; *Library Automation; Library Collection Development; *Library Materials; Reference Materials
IDENTIFIERS- *Digital Data; *Digital Technology; Spain

The project of the Archivo General de Indias (AGI) in Seville, Spain has digitized more than 11 million of its pages of documents relating to Spanish history in the New World. This report illustrates the experience of the AGI, and the range of decisions that managers have faced throughout the project. Following an introduction and background information, the report focuses on the following: project objectives of Stage I (1986-1992) and Stage II (1993-present); general system architecture; information and reference subsystem; digital image storage system; technical aspects; and new prospects for long-distance access. In a concluding section, the multidirectional progress, project costs and results, and final observations are outlined. Appendices include an analysis of conservation results, analysis of consultation results, analysis of results of "supplemental" digitization of documents from other archives, and figures for costs and production. A bibliography is also included. (AEF)

ED 423 893 IR 057 195

State Aid Guidelines for Michigan Libraries, 1997 Edition.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Guidelines; Information Services; Library Development; *Library Funding; Library Services; *Library Statistics; *Public Libraries; Standards; *State Aid; State Legislation; *State Libraries; State Programs; Tables (Data)
IDENTIFIERS- *Library History; *Library of Michigan

In 1937, the Michigan Library Association recommended to the Legislature that state funding be provided to public libraries and that a state board for libraries be appointed. In 1965, Public Act 286 established 24 library systems whose membership comprised approximately one-third of the public libraries in the state. Under Public Act 89 of 1977, Michigan library cooperatives were formed for the purpose of assisting the member public libraries in the delivery of library services. In 1982, PA540 transferred the State Library to the Legislative Branch of state government and renamed it the Library of Michigan. Today, the Library of Michigan continues to administer state aid under PA 89, 1977 and the Guidelines which establish minimum standards for staffing, accessibility and

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Art History; *Artists; *Geographic Regions; Information Sources; Literature Reviews; *Methods Research; Models; Research Methodology; *Research Problems
IDENTIFIERS- *Ohio (Central); *Regional History; Regional Surveys; Research Results

This paper documents the creation of a procedural model for researching regional art history. It focuses on the region of Central Ohio and identifies art historical resources and a sampling of artists from 1945-1995. Topics discussed include: art history in Europe and in the United States; the problem of researching regional art history; review of the literature; definitions; the research objective; methodology; analysis of data; significance; and developing regional art histories. The paper includes eleven tables. Three appendices contain regional artist information resource locations for Central Ohio 1945-1995; sources used to compile artists' names; and Central Ohio artists' names, cross-referenced with the preceding lists, including medium, birth and death information if available, and verification information. (Author/DLS)

ED 423 913 IR 057 216

Esmonde, Gary
Adult Writing Programs in Ohio Public Libraries: Two Case Studies.
PUB DATE- 98
NOTE- 55p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; Case Studies; Interviews; Library Research; Library Role; *Library Services; Program Administration; Program Content; Program Effectiveness; *Public Libraries; Questionnaires; *Writing (Composition); *Writing Workshops
IDENTIFIERS- Ohio (Northeast)

This paper reports on a study in which case studies of two adult writing programs in northeastern Ohio were developed to identify and describe elements that make up the programs. Data was gathered through obtrusive observation, interviews, and questionnaires. Both programs had been on going for at least 5 years. The "Geauga Writers Workshop" at Middlefield Library is a forum for readings and feedback of individual writings of participants. "Write on, Cleveland!" is housed at the East Cleveland Public Library and involves guest speakers within the writing profession who offer advice on how to publish and market. Though the programs are structured differently, similar components were identified as important to the effectiveness of both programs. Research found uniqueness, dedication of the program presenter, and administrative support to be such components. Certain elements such as lack of promotion, the autonomy of the presenter, and lack of evaluation suggest that improvements can be made. By comparing the variables of the two programs, this paper provides suggestions for model development with implementation possibilities. Nine appendices contain program schedules; program participant, presenter, and library administration consent forms; participant program evaluation; questionnaire return rates; presenter and library administrator interview questions; and field notes. (Author/DLS)

ED 423 914 IR 057 217

processes of one college within the broader context of the Los Angeles Community College District and the state were explored. The following four aspects are considered in the study's discussion: (1)governmental involvement as reflected in the legislative history; (2) faculty involvement; (3) specific approval procedures; and (4) financial factors. Observations included meetings of the College Curriculum Committee, the College Academic Senate, the District Academic Senate, and the District Board of Trustees. Documents reviewed include the college curriculum approval guidelines, the state's curriculum approval manual, materials related to meetings attended, policy briefs and reports, related research, and pertinent legislation. Included in the study's scope are the effects of Title 5 and specific curriculum approval procedures. (Contains 13 references.) (AS)

ED 423 933 JC 980 429

Milliron, Mark David; Miles, Cindy L.
Technology, Learning, and Community (TLC): Perspectives from Teaching Excellence Award Recipients.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Community Colleges; Community Development; *Computer Oriented Programs; *Computer Uses in Education; Educational Change; *Educational Technology; *Instructional Effectiveness; Learning; Professional Recognition; Teaching Methods; *Technology Education; Two Year Colleges
IDENTIFIERS- League for Innovation in the Community College; Teaching Excellence Program

This monograph discusses educational issues related to information technology by drawing on the expertise of community college Teaching Excellence Award winners. It offers a basic framework for using information technology in the community college to improve and expand learning while holding fast to a focus on community. Faculty point out that the connection capabilities made possible by information technology enhance interactive and collaborative learning. In addition, students' use of technology tools to access and analyze information help foster critical thinking and the construction of knowledge. Analysis of study findings from qualitative and quantitative data, derived from the responses of almost 2,000 community college faculty, revealed that faculty perceptions regarding information technology and instruction can be divided into three conceptual categories relating to technology, learning, and community. This monograph explores study results pertaining to each of these concepts and places them in the broader context of research and practice in the national higher education scene. (Contains 27 references.) (AS)

ED 423 934 JC 980 430

Craig, Ford M.
Report of MPCCA Human Resource Development 1997-98.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

(3) "10 Staff Motivation Tips"; (4) "Anxious Moments, Friendships and Developmental Needs"; (5) "Interfaith Efforts in Philadelphia Lead to 'SAM' School-Age Ministry Program"; (6) "Computer Room Observations: Seeing the Whole Picture"; (7) "Reflections on Our Profession"; (8) "Academic Enrichment Programs: Coming Soon to Your Town!"; (9) "Have We Really Seen the Light?"; (10) "The Noise Factor--A Place for Everything"; (11) "Grace Mitchell's Reflections"; and (12) "Get Jump on $50 Million for After School Learning Centers." (SD)

ED 423 953   PS 026 240

The Relevance of Montessori Today: Meeting Human Needs-Principles to Practice. Proceeding of the AMI/USA National Conference (Bellevue, Washington, July 25-28, 1996).
PUB DATE- 97
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Conferences; *Educational Improvement; Educational Research; Elementary Education; Learning Disabilities; *Montessori Method; Parent Teacher Conferences; Parent Teacher Cooperation; Physics; Program Evaluation; Public Education; Teaching Assistants; Teaching Methods
IDENTIFIERS- Montessori (Maria)

This set of proceedings from the Association Montessori International (AMI/USA) 1996 conference contains the conference schedule and 20 presentations. The conference presentations are: (1) "The Dawning of Wisdom" (Montessori); (2) "The Support of Montessori Education to Human Potential" (Montanaro); (3) "Healthy Environment: Healthy Children: Healthy Culture" (Orion); (4) "Cosmic Education vs. the Public School Curriculum--Are the Two at Variance?" (Stephenson); (5) "The Atrium: Silence, Simplicity, Movement, Symbol and Joy" (Kaiel); (6) "Family Star--A Montessori Grassroots Early Headstart Initiative" (Urioste); (7) "Beyond the Basic Needs: Nurturing the Full Potential of the Upper Elementary Child" (Denton); (8) "Building the Elementary Program and Transitional Program Strategies" (Davidson); (9) "Practical Applications of Montessori in the Home" (Helfrich); (10) "An Approach to the Resolution of Conflicts in a Positive Way" (Dubovoy); (11) "Talking with Parents: Conferences and Communications" (Caudill); (12) "Dr. Maria Montessori--A Contemporary Educator?" (Stephenson); (13) "The Relevance of the 'Erdkinder' Vision" (Davis); (14) "Maria Montessori Envisioned Physics as Part of the Environment" (Gebhardt-Seele); (15) "Montessori Research: Recent Trends" (Boehnlein); (16) "Children at Risk" (Richardson); (17) "The Child in the Family" (Fernando); (18) "Working with Your Assistant" (Helfrich); (19) "Montessori in the 21st Century" (Lillard); and (20) "Classroom Management--The Path to Normalization" (Pritzker). (EV)

ED 423 954   PS 026 274

New, Rebecca S.
Playing Fair and Square: Issues of Equity in Preschool Math, Science, and Technology.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).

professionals, and questionnaires completed by parents of children with disabilities. Findings indicated that all 12 original partnerships had activities involving special needs children and their families. Child care programs enrolling children with disabilities provided higher quality care than those enrolling only typically developing children. In focus group interviews, parents and professionals agreed on obstacles preventing full access to inclusive early childhood settings. Parents were better able to articulate their notions about an ideal early intervention system than professionals. Parent ratings of early intervention services did not vary over time as a function of Smart Start, rather, positive parent attitudes toward inclusion were related to child placement in an inclusive rather than a segregated program, lower socioeconomic status, and being involved in decision-making about the services received. Appended are tables delineating program activities and data and copies of the data collection instruments. (Author/KB)

ED 423 972 PS 026 888

Lowman, Betsy; Bryant, Donna; Zolotor, Adam
Families & the North Carolina Smart Start Initiative.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; *Client Characteristics (Human Services); Community Services; *Early Childhood Education; Family Characteristics; *Family Programs; Family (Sociological Unit); *Health Services; *Integrated Services; Interviews; Partnerships in Education; Program Evaluation; State Programs; Young Children
IDENTIFIERS- Family Activities; North Carolina; *Smart Start NC

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under 6 years and their families. This study examined characteristics of families participating in Smart Start, their child care arrangements and family activities, and their need for and use of community services. Participating in interviews were 356 randomly selected families from the first 12 Smart Start partnerships. The major findings indicate that majority of families served are poor or working poor, with the majority of mothers employed. Eighty percent of families had a child in care more than 20 hours weekly. Many low income parents spent more than 10 percent of their income on child care. Children from middle class families were in better health than those in low income families. Low income families used emergency room care three times as often as middle income families. Smart Start families appear to be doing the same kinds of family activities as a national sample of families of preschoolers. Families learned about services most often through word of mouth and the telephone directory. Low income families used more types of community services than middle income families. The findings suggest that the Smart Start program is serving a variety of families, with the primary recipients low income or working poor families. Appended are descriptions of the sampling procedures and explanation of the procedures to identify low family income. (Author/KB)

ED 423 973 PS 026 889

Education; Parent Participation; Program Evaluation; Self Evaluation (Groups); *Young Children
IDENTIFIERS- *Early Childhood Family Education; Family Resource and Support Programs; Family Support; Indicators; Minnesota

The Early Childhood Family Education (ECFE) program is a statewide parent education and support program for all families in Minnesota with children between birth and kindergarten. This document describes the program evaluation procedures and contains forms related to the evaluation. The program evaluation uses a multi-level approach incorporating needs assessment, monitoring and accountability, quality review and program clarification, and outcome evaluation. Included in the document is the "Early Childhood Family Education Program Quality Indicators," an instrument to assist ECFE programs in program planning and self-evaluation, listing quality indicators in the following program component areas: (1) community assessment, outreach, and input; (2) parent education; (3) early childhood education and parent-child interaction; and (4) program operations. The ECFE program's guiding principles, mission statement, and goals are delineated. Also included in the document are the Early Childhood Family Education Program Participant Questionnaire, a list of the evaluation forms for program evaluation data collection, a description of the needs assessment process, and the Early Childhood Family Education Annual Report form. (KB)

ED 423 991 PS 026 943

Szarkowicz, Diane Louise
The Structure of Narrative and Young Children's Understanding of False Belief.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Biennial International Society for the Study of Behavioural Development Meetings (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Audience Response; *Beliefs; Childrens Literature; Cognitive Development; Foreign Countries; Mass Media Effects; Narration; *Story Telling; Television Viewing; *Young Children

This study examined the relationship between the structure of narrative and false belief understanding in young children. A group of 109 children between 38 and 63 months were randomly assigned to one of two groups. Children in the first group watched a story on video, while children in the second group shared the same story in book format. The children also completed two traditional false belief tasks. The results indicated that the structure of the narrative was important to predicting performance, with significantly more children in the video group than in the book group demonstrating an understanding of false belief. There was no significant difference between groups in receptive language ability, or performance on second order and traditional false belief questions. Unlike many investigations of false belief understanding which have indicated that age is an important predictor, this study did not find age to be significant. (Contains 10 references.) (JPB)

ED 423 992 PS 026 944

Lambert, Richard; Abbott-Shim, Martha; McCarty, Frances

Achievement; *Mixed Age Grouping; Nontraditional Education; Outcomes of Education; *Reading Achievement; *Traditional Schools
IDENTIFIERS- Stanford Achievement Tests

This study compared the effects of multi-age classroom strategies to those of traditional classroom strategies on the academic achievement of fourth grade students in reading and math. Standardized test scores from 20 fourth-grade students in two multi-age third- and fourth-grade classrooms were compared to the scores of 20 students from 7 traditional fourth-grade classrooms. The Stanford Achievement Test (SAT), ninth edition was used as the test instrument. Scores from the students' third grade test in the 1996-97 school year were compared to their scores from the fourth grade test in reading and math by applying T-tests to the data. Analysis of the data revealed no difference in reading or math achievement between students taught in a multi-age classroom and those from a traditional classroom. (JPB)

ED 424 009 PS 026 977

Carr, Margaret; May, Helen; Podmore, Val
Learning and Teaching Stories: New Approaches to Assessment and Evaluation in Relation to Te Whariki.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Symposium for the European Conference on Quality in Early Childhood Settings (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Quality; Foreign Countries; *National Curriculum; National Standards; *Preschool Education; Professional Development; Program Evaluation; Self Evaluation (Groups); Student Educational Objectives; Student Evaluation; Young Children
IDENTIFIERS- New Zealand; *Te Whariki (New Zealand)

In a climate of increasing concern with educational accountability and quality, it has been important to reappraise the issues of assessment and evaluation in relation to early childhood care and education. This document is comprised of three papers describing approaches to assessment and evaluation used in Te Whariki, a national curriculum statement and framework for early childhood education and care in New Zealand. The first paper, "An Update of Te Whariki, The New Zealand National Early Childhood Curriculum," describes the overall principles, strands, and goals for all early childhood programs, focusing on the fundamental principle of empowering children and outlining some implementation issues for early childhood centers. The second paper, "Project for Assessing Children's Experiences in Early Childhood Settings," outlines a three-phase research project to provide assessment guidelines for practitioners implementing Te Whariki: (1) developing an integrated structure of outcomes called the Learning Story framework; (2) implementing the framework in a variety of early childhood settings; and (3) developing resources for professional development. The third paper, "Developing a Framework for Self Evaluation of Early Childhood Programmes," outlines the policy context of evaluation and quality in New Zealand, describes an ethnographic study focusing identifying the key elements of program quality in relation to Te Whariki strands and goals which should be the focus of evaluation, and understanding the causes of childhood injuries, and planning steps to more effectively prevent and manage children's injuries in the Head Start program, at home, and in the community. Following an introductory section, the guide presents three training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module One, "Understanding Childhood Injuries," helps participants understand the common causes of childhood injuries and their relationship to child development. Module Two, "Preventing Childhood Injuries," helps participants create, maintain, and supervise a safe environment in the Head Start program and at home, and also establish and teach safe practices to staff, children, and families. Module Three, "Preparing for and Managing Emergencies," helps participants prepare policies, procedures, and provisions for emergencies and to review injury patterns to improve injury-prevention efforts. The final sections of the guide contain continuing professional development information and resources for further study. Two appendices address safety for young children and provide a health and safety checklist. (SD)

ED 424 026 PS 027 004

Caring for Children with Chronic Conditions. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 128p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 005.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Asthma; Child Caregivers; *Child Health; Child Welfare; Childhood Needs; *Chronic Illness; Diseases; *Health Services; *High Risk Students; Preschool Children; Preschool Education; Resource Materials; *Special Health Problems; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Childhood Illnesses; *Project Head Start; Special Needs Children

Head Start program performance standards require that children not be excluded from Head Start solely on the basis of their health care needs. This guide is designed to build staff capacity to make Head Start a safe and welcoming place for children with chronic conditions and their families, and to create a framework for individual planning to meet the special health needs of children with chronic conditions. Following an introductory section, the guide presents three modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module One, "Understanding Chronic Conditions," provides an introduction to chronic conditions and guidelines for assessing programs when caring for children with chronic conditions. Module Two, "Essential Principles for Care," demonstrates that responsive, responsible care for children with chronic conditions is family-centered, designed around individual needs, and is safe and legal. Module Three, "Putting It All Together--Caring for Children with Asthma," applies the principles discussed in the first two modules to caring for a child with a common chronic condition. The final

(Vine Deloria, Jr.); (6) "Ethics and Responsibilities in Writing American Indian History" (Donald L. Fixico); (7) "Licensed Trafficking and Ethnogenetic Engineering" (Susan A. Miller); (8) "American Indian Intellectualism and the New Indian Story" (Elizabeth Cook-Lynn); (9) "Cultural Imperialism and the Marketing of Native America" (Laurie Anne Whitt); (10) "On Revision and Revisionism: American Indian Representations in New Mexico" (Theodore S. Jojola); (11) "American Indian Studies Is for Everyone" (Duane Champagne); and (12) "Why Indian People Should Be the Ones To Write about Indian Education" (Karen Gayton Swisher). (Contains references in each chapter, author profiles, and an index.) (SV)

ED 424 043 RC 021 657

Haskell Builds a Home for Entrepreneurs in Indian Country.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Associate Degrees; Business Administration Education; College Programs; *Entrepreneurship; Higher Education; Small Businesses
IDENTIFIERS- *Haskell Indian Nations University KS

This article describes the new associate of arts degree in entrepreneurship at Haskell Indian Nations University, Lawrence, Kansas. Offered in Haskell's Center for Tribal Entrepreneurial Studies, the program comprises four culturally appropriate courses. The first course, Introduction to Entrepreneurship, assists students in analyzing whether or not entrepreneurism is really for them. Once past the "barrier phase," the students translate business ideas into action through hands-on learning processes that lead to a feasibility study, a business plan, and an on-campus practicum internship or course of study in reservation-based business. Further goals of the program include installment of a case study training program in entrepreneurship to enable others to teach it, extension of entrepreneurial teaching to tribal councils nationwide, and introduction of an entrepreneurial component into the Haskell elementary teacher education program. The Haskell chapter of American Indian Business Leaders earned "Most Distinguished Chapter" award for the 1996-97 school year. (SAS)

ED 424 044 RC 021 686

Lester, David
Suicide in American Indians.
PUB DATE- 97
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; American Indian History; American Indian Studies; *American Indians; Canada Natives; Community Programs; Foreign Countries; Literature Reviews; *Prevention; Self Injurious Behavior; Social Behavior; *Social Psychology; *Sociocultural Patterns; Substance Abuse; *Suicide; *Tribes; Youth

This book reviews present knowledge about suicidal behavior in American Indians, prevention efforts in Native communities, and

Kemp, Travis; McCarron, Leonie
Learning New Behaviours through Group Adventure Initiative Tasks:
A Theoretical Perspective.
PUB DATE- 98
NOTE- 7p.; In: Exploring the Boundaries of Adventure Therapy:
International Perspectives. Proceedings of the International
Adventure Therapy Conference (1st, Perth, Australia, July
1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Adventure Education; *Behavior Change;
*Experiential Learning; Foreign Countries; Group Activities;
*Group Dynamics; Interpersonal Competence; *Learning Processes;
Learning Strategies; Models; *Skill Development; Therapy
IDENTIFIERS- *Adventure Therapy

This paper presents a model for implementation of behavior therapies in adventure programs that use Group Adventure Initiative Tasks (GAITs) to promote personal development. Behavior therapies include various techniques and processes based in learning and pedagogical theory and used to promote changes in behavioral responses to environmental situations. In many cases, adventure programs aid the client's experiential and subjective process of self-exploration and development. Since many adventure activities grew out of the fields of outdoor pursuits and outdoor physical education, a conceptual framework for motor skill acquisition may be borrowed and applied to the learning of new behavioral skills. Fitts and Posner's model of stages of motor development illustrates a continuum of skill acquisition from beginner to expert. Characteristics of learner performance and appropriate learning strategies are described for the beginning "cognitive" phase, the intermediate "associative" phase, and the mastery "autonomous" phase. An example illustrates this model's traditional application with regard to motor skill development in kayaking. The model is then applied to development of behavioral skills during GAITs. During an initiative such as "spider's web," each participant in the group progresses toward an individual behavioral objective, supported by encouragement, feedback, and guidance from other group members. GAITs and "adventure growth groups" allow the learner to practice new behavioral skills in a safe and nurturing environment constructed to allow a sequential progression of challenge and mastery. (SV)

ED 424 062 RC 021 711

Pickard, John
Choosing Your Style: Approaches to Leading Adventure Therapy
Programmes.
PUB DATE- 98
NOTE- 13p.; In: Exploring the Boundaries of Adventure Therapy:
International Perspectives. Proceedings of the International
Adventure Therapy Conference (1st, Perth, Australia, July
1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)

on the property, domestic routines, relaxation, arts and crafts, health and fitness, recreation, and an action adventure program. The regular outdoor recreation program and the adventure program use adventure experiences as a therapeutic process to complement mainstream methods within the residential program. To evaluate the program, a trek was organized in 1996 in conjunction with the Australian Therapeutic Communities Association conference. Four females and six males from the residential program spent 2 weeks on initial fitness training and orientation, 1 week on a coastal trek, 1 week on an alpine trek, 1 week rafting, and 2 weeks traveling to and trekking the Strezlecki Desert. Evaluation results found a "very high" increase in social competence; a "high" increase in time management and task leadership; "outstanding" and "very high" increases in achievement motivation and emotional control; and "below average" nonsignificant findings for self-confidence, active initiative, and intellectual flexibility. Recommendations for further evaluation and more complete integration into the treatment process are discussed. (TD)

ED 424 079 RC 021 728

Roberts, Bridget; Horwood, Shane; Aunger, Nic; Wong, Michele
Adventure with Adults Living with Psychiatric Disabilities.
PUB DATE- 98
NOTE- 9p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Camping; *Community Health Services; Experiential Learning; Foreign Countries; *Holistic Approach; Individual Development; *Mental Disorders; *Mental Health Programs; *Rehabilitation Programs; Residential Programs; Therapeutic Recreation
IDENTIFIERS- *Adventure Therapy; Australia (Victoria)

Out Doors Inc. is a community-managed mental health organization in Victoria (Australia) that provides psychosocial rehabilitation to adults with mental health needs through outdoor adventure and other recreation experiences. This paper focuses on Out Door Inc.'s Going Places Program. The program, which ranges from 1 day to 4 months, is based on the belief that play, recreation, and outdoor adventure help to integrate mind, emotions, and body and are valuable parts of a holistic approach to personal development and mental health. Participants apply on their own and are not "referred." The 4-month program is a closed group of 12 men and women aged 18 and upwards, broadly fitting the category of being disabled by mental illness. Six levels of increasing challenge accommodate people's generally low levels of fitness and confidence. The focus is on abilities rather than disabilities, with a heavy reliance on the experiential learning model. Participants aim to be more self-sufficient, and the transfer of learning to their daily lives is an important program theme. Going Places makes it clear that it is not part of the medical system; it does not provide "treatment" or "therapy." This helps to ensure psychological safety, since many clients associate the word therapy with compulsory treatment, loss of personal dignity, and the therapist's exertion of power over them. Going Places shares common ground with those who do "adventure therapy" but

Education; Environmental Education; General Science; *Hands on Science; Inquiry; *Interdisciplinary Approach; Professional Development; *Science Activities; Science Curriculum; *Scientific Literacy; Space Sciences

This guide provides background information on the development and implementation of thematic units that focus on a hands-on approach, process orientation, integrated curriculum, cooperative learning, and critical thinking. Topics of the thematic units and mini-units include wild animals, dinosaurs, rainforests, the human body, earth science, oceans, simple machines, inventions, space science, and weather. An outline for a professional development activity focusing on creative science teaching is also provided. Appendices contain information on teacher resources, science periodicals for students, and Web sites. (DDR)

ED 424 098 SE 061 802

Rosser, Sue V.
Re-Engineering Female Friendly Science. Athene Series.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Females; *Feminism; Higher Education; Integrated Curriculum; *Knowledge Representation; Philosophy; Political Influences; *Science and Society; *Science Education; *Scientific Methodology; *Scientists; Sex Bias; Sex Differences; Theory Practice Relationship

This monograph discusses the state of female-friendly science using phase theory to explain its evolution. Eight chapters provide insight and raise questions on topics such as curriculum integration, the consequences of ignoring gender and race in group work, the experiences of single-sex coeducational institutions for women and science, gender equity in the school-to-work movement, feminist critiques of science, applying feminist theories to women and science programs, evaluating female-friendly inventions, and threats to female-friendly science. (Contains 260 references.) (DDR)

ED 424 099 SE 061 803

Roberts, Douglas A., Ed.; Ostman, Leif, Ed.
Problems of Meaning in Science Curriculum. Ways of Knowing in Science Series.
PUB DATE- 98
NOTE- 228p.; Foreword by F. James Rutherford.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; *Constructivism (Learning); Curriculum Development; *Educational Experience; Elementary Secondary Education; Relevance (Education); *Science Education; Student Interests

As a component of the school curriculum, science has features that are both unique and representative. This book explores the idea that the socialization of students is not only a matter of their deportment, attitudes, and conduct, but is also very significantly associated with the meanings provided by their educational experiences. The chapters are organized under three headings. Part 1, "Back to the Drawing Board," includes the

DESCRIPTORS- *Aesthetics; Art Activities; Art Appreciation; Art Criticism; *Art Education; Art Expression; *Art Teachers; Educational Research; Elementary Secondary Education; *Fine Arts

This booklet contains the abstracts of nearly 100 conference sessions presented at the National Art Education Association Conference in 1996. The topics ranged across multiple contexts for art education, explored development issues in art, and included computer usages in art teacher education and the art classroom. Research presentations also focused on teaching methods, learning strategies, art education content and curriculum, teacher education in the art classroom and interdisciplinary issues. Interest was also expressed for further research in aesthetics, creativity, and evaluation in the arts. (EH)

ED 424 125 SO 027 273

Back, Don; Coppinger, Barry; Freed, Erin; Fuderich, Rob; Hope, Judy; Jacob, Mary; Perera, Jay; Pfeiffer, Kay; Ramos, Flavia; Styles, David; Styles, Patti Driscoll
A Global Education Resource Directory for Western Massachusetts.
PUB DATE- 88
NOTE- 174p.; A product of the Global Horizons Project of the Western Massachusetts Consortium for Global Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; Elementary Secondary Education; *Global Approach; *Global Education; Interdisciplinary Approach; *International Education; Multicultural Education; Social Studies; Teaching Methods; World Affairs; World Geography; World Problems
IDENTIFIERS- Massachusetts (West)

This directory offers a variety of resources and teaching ideas for addressing global education issues across the school curriculum. The directory was developed by teachers from all grade levels and represents only a fraction of materials available for teaching from a global perspective. The book is divided into sections for elementary, middle, and secondary schools, along with a section on the International Resource Center Collection at the World Affairs Council, Springfield, MA. Suggestions are offered for lesson planning, the use of country case studies, inclusion of literature and other arts in the curriculum, and the use of maps. Each section contains a bibliography related to the specific grade levels. (EH)

ED 424 126 SO 027 689

Ohio Economics: K-12 Model Course of Study in Economics.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.; Ameritech Foundation, Chicago, IL.
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-classroom situations) (055)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Guides; *Economics; *Economics Education; Elementary Secondary Education; Social Studies
IDENTIFIERS- *Ohio

students in 11 rural, suburban, and urban elementary, middle, and high schools. Integrated units ranged from 4- to 6-week thematic units to whole-year integrated courses of study. In-depth interviews were conducted over a 1-year period with students, teachers, and administrators. Analysis of the data indicates students made connections among different subject areas, thus gaining a deeper understanding of content in all related subject areas. Incorporation of curricular content in various intelligence areas provides opportunities for those students who may have difficulty in verbal or mathematical areas to learn and express their knowledge. Findings also suggest a significant increase in students' positive attitudes towards school and in their self-concepts. The study concludes that integration of the arts into the regular curriculum has a positive effect on students. (EH)

ED 424 152 SO 029 212

Hatcher, Barbara
Facilitating Children's Understanding of Technology as Agents for Cultural Change in the Kitchen.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Built Environment; *Change; Cooking Instruction; *Cultural Awareness; Discovery Processes; Elementary Education; Home Economics; Instructional Materials; Inventions; Material Culture; *Social Change; *Technology
IDENTIFIERS- *Kitchens

This lesson packet suggests ways for children to explore cultural change through studying technology used in the kitchen. Lessons include: (1) "Using Oral History as a Strategy"; (2) "The Test Kitchen"; (3) "Bread Making from Scratch"; (4) "Then and Now Kitchen Museum"; and (5) "Kitchen Mysteries." A references section is offered for additional ideas. (EH)

ED 424 153 SO 029 213

Farouk, Mohammed K.
Facilitating Children's Understanding of Technology as Agents for Social Change: The Impact of the Automobile on Kano, Nigeria.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Conference of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Foreign Countries; Innovation; Instructional Materials; Intermediate Grades; Inventions; *Motor Vehicles; *Science and Society; *Social Change; *Social Studies; *Technology; *Transportation
IDENTIFIERS- *Nigeria

This paper discusses how to incorporate the science, technology, and society (STS) strand of social studies into the elementary education curriculum. The lesson's focus is on the impact of modern transportation, specifically the automobile, on the

Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Computer Uses in Education; Decision Making; Educational Administration; *Educational Planning; *Educational Policy; *Educational Technology; Elementary Secondary Education; Information Technology; Models; *Policy Formation; *School Districts; Strategic Planning; Superintendents; Systems Approach
IDENTIFIERS- Illinois; *Technology Plans

This study reports on the formulation of educational technology policy in three Illinois K-12 school districts (n=36). Major findings included: (1) educational policy formulation in the districts focused on collecting the objects of technology, such as computers, modems, networks, rather than viewing educational technology as a systematic process of achieving goals; (2) active leadership from a superintendent was essential in each school district; (3) formulation of the plans was more than an empowered committee or executive blessing--it required active participation by a superintendent. Findings also revealed that some of the school districts' planning ideas had omissions, such as detailed plans for staff development, finances, evaluation, and school culture issues. The flow of a technology initiative starts with a vision and includes technology goals, development of instruction, implementation, evaluation, and recycling/revision. Using this systems approach and adding the omissions observed in the research, a planning template, the "Technology Planning Web," was developed to be used at the goal and development steps of the technology initiative. At the center of the web are educational technology goals and learning activities; other components include evaluation protocol, staff development, hardware, finances, research and development, physical infrastructure, and political/cultural infrastructure. (Contains 33 references.) (AEF)

ED 423 841 IR 019 062

Johari, Abbas
Effects of Inductive Multimedia Programs Including Graphs on Creation of Linear Function and Variable Conceptualization.
PUB DATE- 98
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Computer Literacy; Concept Formation; Courseware; Educational Strategies; Functions (Mathematics); Graphs; Higher Education; Induction; Instructional Design; *Instructional Effectiveness; Learner Controlled Instruction; *Mathematical Concepts; *Mathematics Instruction; Multimedia Instruction; *Multimedia Materials; Pretests Posttests; Problem Solving; Research Needs; Tables (Data); Undergraduate Study; *Visual Aids; Word Problems (Mathematics)

This study examined the effects of an inductive multimedia

of the distance learning environment. The data collected for each measure were correlated, and step-wise regression analyses were run. The findings indicate that there is a positive relationship between students' anxiety in the distance situation, their satisfaction with learning in the distance environment, and their perception of key elements in the two-way audio/video learning environment. In addition, key elements of the environment explain a significant portion of the variances of student anxiety in the environment and student satisfaction with the learning experience. Results of data analysis are presented in table form, and recommendations for further research are included. (Contains 24 references.) (DLS)

ED 423 857 IR 019 078

Rogers, Patricia L.; Erickson, Mary
Layers of Navigation: Hypermedia Design for an Ill-Structured Domain.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Art Education; Cognitive Style; Computer System Design; Curriculum Development; *Design Preferences; Discovery Learning; Elementary Secondary Education; *Hypermedia; Inquiry; *Instructional Design; Material Development; *Navigation (Information Systems); Relevance (Education); Resource Materials; Users (Information); World Wide Web
IDENTIFIERS- *Domain Knowledge; Knowledge Development; Learning Environments; Links (Indexing); Structural Organizers; *Web Sites

This paper describes the development of two World Wide Web sites, "Our Place in the World" (OPITW) and "Chicana and Chicano Space" (CCS), specifically designed as resources for art educators, and describes a framework for three blended levels or layers of navigation that support knowledge construction within the domain. The first section of the paper discusses the elements of educational hypermedia environments, including: (1) the relationship between the site and the user; (2) learner/user elements, i.e., computer skills, content knowledge, self-efficacy, learner control, and task type; (3) macro and micro conditions of hypermedia design; and (4) site elements, i.e., content, presentation, navigation, and links/nodes. Ill-structured domains and cognitive flexibility are discussed in the second section, including the notions of "concept- and case-complexity" and "across-case irregularity." This is followed by a section that addresses thematic and inquiry-based learning. The final section describes the three layers of navigation used in the OPITW and CCS web sites--near-linear navigation, guided navigation, and self-directed exploration. Two tables present: elements of hypermedia learning environments and macro and micro levels of relevance, usefulness, and accessibility of hypermedia learning environments. Recommendations for application of this framework for other hypermedia and hypertext curriculum resource environments are included. (Contains 27 references.) (DLS)

PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Educational Resources; Electronic Libraries; *Information Retrieval; Information Seeking; Information Sources; Listservs; Nonprint Media; *Online Searching; *Search Strategies; User Needs (Information); *World Wide Web
IDENTIFIERS- Electronic Resources; Search Engines; Web Sites

The information rich environment of the World Wide Web provides a wealth of opportunities for international and comparative scholars of education to access a variety of electronic resources. These resources come in the form of reports, papers, policy positions, and others, many of which are available full-text if one knows where and how to locate them. This paper answers several questions related to accessing information on the Web, and provides addresses for the sites discussed. Topics include: finding and accessing information on the Web; conducting an effective search using a search engine; finding Web pages in other languages; "Alta Vista Babelfish," a free online translation service; online periodicals (full-text options, magazines, finding journals online); finding online journals related to educational issues; additional data sources (policy institutions, developmental agencies, multilateral organizations, non-governmental agencies) and how to locate organizations online; other electronic services (databases, table of contents alert service); how to subscribe to the multicultural education cluster; listservs; how to retrieve and search the Web via e-mail for those that don't have access to the Web; and the wind-up computer of the future. (AEF)

ED 423 875 IR 019 106

Public Broadcasting Stations' Revenue from State Governments and State Colleges and Universities Ranked State-by-State, Fiscal Year 1997. CPB Research Notes, No. 108.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; *Financial Support; Higher Education; *Programming (Broadcast); *Public Television; *State Aid; State Government; Statistical Data; Tables (Data)
IDENTIFIERS- *Corporation for Public Broadcasting; Public Radio

This report analyzes revenues from state governments and combined revenues from state government and state university sources for each state, as reported to the Corporation for Public Broadcasting by public broadcasting licenses in the Annual Financial Report survey, Fiscal Year 1997. All revenue amounts contained in this report include cash, indirect, and in-kind support. The total contributions from state governments and state colleges and universities accounted for nearly 24% of total public broadcasting revenue in Fiscal Year 1997; state contributions to public broadcasting stations varied greatly among states, ranging from zero to $39 million for public television and from zero to more than $2.4 million for public radio. Four tables show the state revenue analysis for public television grantees by state, Fiscal Year 1997; public radio grantees by state, Fiscal Year 1997; state government revenues local funding for public libraries seeking state aid, as well as standards of education and experience for directors of library cooperatives and county libraries receiving grants. Following the State Aid to Public Libraries Act, Act 89 of 1977, State Aid Guidelines are outlined and include the following categories: cooperative guidelines, public library guidelines, and guidelines for school district public libraries. A chart summarizing the historical distribution of state aid appears at the end of this publication, along with a table detailing state aid payments under PA 89, 1977 and a pie chart illustrating funding of public libraries in Michigan, 1996. (AEF)

ED 423 894 IR 057 196

Krefman, Naomi, Comp.; Krueger, Beth, Comp.; Sachau, Denise, Comp.
Michigan Library Statistical Report, 1998 Edition.
PUB DATE- 98
NOTE- 416p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Comparative Analysis; Information Services; Internet; Library Automation; Library Development; *Library Expenditures; *Library Funding; Library Networks; *Library Services; *Library Statistics; Outreach Programs; *Public Libraries; State Aid; *State Libraries; Tables (Data)
IDENTIFIERS- *Library of Michigan

The 1998 edition of the Michigan Library Statistical Report presents data provided by public libraries, public library cooperatives, and those public libraries which serve as regional or subregional outlets to provide services for blind and physically handicapped patrons. The reporting year for the public libraries is the most recent fiscal year completed by each library prior to October 1, 1997. Summary statistics for prior fiscal years are also included for some data elements, and may be useful for comparison. Following the national and regional comparative data, statewide summaries are provided. Statistical reports for each public library class (1-5) include: outlets, hours and staff; director salary and benefit information; operating income; operating expenditures; capital income and expenditures; library collections; library services; non-resident fees and MichiCard membership; telefax and computers; automation modules and LANs; Internet access; and Internet and other services. Summaries are provided at the beginning of each section. A listing of automation systems and MichiCard libraries, the Annual Report Form and Instructions, statistical tables for library cooperatives and libraries for the blind and physically handicapped, and a public library index are also included. (AEF)

ED 423 895 IR 057 197

Johnston, Wanda K., Ed.
Library and Learning Resource Programs: Evaluation and Self-Study. CJCLS Guide #3.
PUB DATE- 98
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

Bushong, Sara
Utilization of PowerPoint Presentation Software in Library Instruction of Subject Specific Reference Sources.
PUB DATE- 98
NOTE- 46p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Computer Assisted Instruction; Data Analysis; Higher Education; *Instructional Effectiveness; Instructional Material Evaluation; *Instructional Materials; *Library Instruction; Library Research; Postsecondary Education; *Reference Materials; Research Methodology; Teacher Education; Teaching Methods; *Visual Aids
IDENTIFIERS- Bowling Green State University OH; *Microsoft PowerPoint; Research Results

This paper reports on a study conducted to determine if PowerPoint presentation is the most effective medium to explain two reference books: "The Storyteller's Sourcebook" and "A Guide to Folktales in the English Language." A secondary purpose was to see if the students who saw the PowerPoint presentation received higher grades/scores for an assignment than those who only received oral instructions. Participants in this study were the 122 undergraduate students in four sections of a Children's Literature course at Bowling Green State University. All sections received oral instructions, and two sections received additional instruction through a PowerPoint presentation. After the assignment was graded, students completed a survey on demographic information and attitudes toward the session. Demographic and attitude data was analyzed by simple frequency counts and cumulative frequency percentages, and a one-tailed t test was used to compare the attitude data. Results indicated a slightly higher number of PowerPoint students needed help from library staff. The non-PowerPoint students felt the presentation was more helpful in understanding the reference books. The non-PowerPoint groups felt the presenter was more enthusiastic. Grade comparisons were not statistically significant. Nine appendices contain: assignment descriptions; hands-on exercise; PowerPoint slides; cover letters; surveys; and six selected sources. Contains 13 references. (Author/DLS)

ED 423 915 IR 057 218

Linderman, Eric Graham
A. Robert Rogers and International Librarianship.
PUB DATE- 98
NOTE- 55p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- *Area Studies; Biographies; Foreign Countries; Geographic Regions; Higher Education; Interviews; *Librarians; Library Administrators; Library Education; Library Research; Library Science; Regional Characteristics; Research Methodology
IDENTIFIERS- Bowling Green State University OH; China; *International Librarianship; Iran (Shiraz); Kent State University OH; University of New Brunswick (Canada); USSR

This paper provides a biographical study of A. Robert Rogers, Dean of the School of Library Science at Kent State University from 1977-1985, with a focus on his writing, teaching, and

DESCRIPTORS- *Administration; *Career Development; *Community Colleges; Conferences; *Human Relations Programs; Institutional Research; *Professional Development; *Statistical Data; Teacher Education; Two Year Colleges; Workshops
IDENTIFIERS- Employee Participation; Mid Plains Technical Community College Area NE

This report highlighs basic descriptive statistics regarding Mid-Plains Community College Area (MPCCA) human resource development events/activities for fiscal year 1997-98. During that fiscal year, there were 117 form 0004's completed by 73 different MPCCA administrators, faculty, and classified staff. There were a total of 116 MPCCA administrators, full-time faculty, and staff members. About 44% of area employees participated in some form of professional development. Included are four tables illustrating employee participation by location and classification, as well as development activity and contact hours attended. Final observations include the following: completion of form 0004 by MPCCA employees is important in allowing for reliable summary statistics; the best participation rates were established by the faculty; those who completed a human resource development activity were satisfied with the experience; and participation in a conference, seminar, or workshop was the top-ranking mode of developmental experience. Appended is an MPCCA Form 0004 and a table showing employee participation by development activity. (AS)

ED 423 935 JC 980 431

MacMillan, Thomas F.
Mendocino College EOPS Student Demographics, Persistence, and Performance, 1991-92 to 1995-96 Research Report 98-15.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; American Indians; College Programs; Community Colleges; *Demography; Educational Assessment; *High Risk Students; Hispanic Americans; *Student Financial Aid; Student Needs; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Mendocino College CA

This study presents a 5-year pattern of data for the Extended Opportunities Programs and Services (EOPS) program at Mendocino College, with particular focus upon the persistence and performance of the fall 1995 cohort of EOPS students. EOPS is intended to serve students with economic and/or educational challenges to achieve their highest potential, and to support their progress toward degree and certificate goals. The current requirements for participation in EOPS include California residency, at least 12 units of credit, qualification for the Pell Grant or AFDC (TANF) assistance, non-high school graduate or non-GED achievement, basic math and English deficiencies, low high school GPA, non-native English speaking family setting, or Hispanic or Native American ethnicity. Included are two tables presenting participation and financial information for Mendocino College EOPS between the 1991-92 and 1995-96 academic years. The demographics of the program indicate that an increasing number and proportion of minority students--particularly Hispanics--have been successfully recruited to Mendocino College because of the program's presence. EOPS students are by definition "high risk." These students are supported not only by direct financial assistance, but by a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economically Disadvantaged; *Equal Education; Inclusive Schools; *Mathematics Instruction; Minority Group Children; Preschool Children; Preschool Curriculum; *Preschool Education; *Science Instruction; *Technology Education
IDENTIFIERS- Deficit Theory

Issues of equity assume a position of prominence as they relate to the young child's emerging mathematical understandings, the development of scientific thinking and problem solving skills, and potential technological literacies. This paper discusses the key issues of equity for culturally and linguistically diverse children and impoverished children with respect to math, science and technological education in preschool, and considers the role of effective teaching in contributing to greater equity. The discussion focuses on two themes that illustrate both the problems and potentials of early childhood programs to address equity in math, science and technology: educational equity in an inequitable society and equity in inclusive early childhood classrooms. Finally, the article considers the challenge of equity from a more optimistic point of view based on recent advances in the understanding of how children learn and a reconceptualization of the early childhood curriculum. (JPB)

ED 423 955 PS 026 364

Grotberg, Edith H.
The International Resilience Project: Research and Application.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Behavior Patterns; *Child Development; *Coping; Early Experience; Emotional Response; Foreign Countries; *Parent Child Relationship; *Parent Influence; Parent Role; *Resilience (Personality)
IDENTIFIERS- *International Resilience Project

The International Resilience Project was launched to determine the role of parents, teachers, other adults and children themselves in promoting resilience in children. In this study, 589 children and their families or caregivers participated; most children were 9-11 years old, with children ages birth to 6 years represented also. Subjects reported from Lithuania, Russia, Costa Rica, Czech Republic, Brazil, Thailand, Vietnam, Hungary, Taiwan, Namibia, Sudan, Canada, South Africa, and Japan. Subjects responded to situations of adversity or described a personal experience of adversity that involved the target child. Findings indicated that adults promote more resilience than children, and older children promote more resilience than younger children, suggesting that resilience promotion depends more on the behavior of parents and adults for children age 6 and under, while children ages 9-11 do as much to promote their own resilience as adults. The most frequently used resilience factors or features included (external support) trusting relationships, structure and rules at home, and encouragement of autonomy; (internal support) autonomy, sense of being lovable, and locus of control; and (social support) communication and problem solving. These features were distilled into a vocabulary of resilience: "I

Cornish, Mary; Noblit, George
Bringing the Community into the Process: Issues and Promising Practices for Involving Parents & Business in Local Smart Start Partnerships. UNC Smart Start Evaluation Report.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Change Agents; Community Involvement; Community Role; Cooperation; *Early Childhood Education; *Family Programs; *Health Services; *Integrated Services; *Partnerships in Education; Program Evaluation; School Business Relationship; State Programs; Telephone Surveys; Young Children
IDENTIFIERS- *Business Community Relationship; North Carolina; *Smart Start NC

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under age 6 and their families. The aim of the program is ensuring that all children enter school healthy and ready to learn. This study examined parent and business involvement in local Smart Start partnerships, documenting the nature and level of parent and business involvement and identifying promising practices for expanding and enhancing community participation. Data were collected through telephone interviews with 24 executive directors and one randomly selected parent and business person from each partnership, as well as multi-site case studies of four partnerships with high community participation and satisfaction. Findings indicated that parents, business people, and executive directors agreed that community involvement was essential. An array of strategies supported involvement. Parents suggested that increased numbers, community outreach, and improved attitudes were essential for parent involvement. Business people recommended public awareness, education, and clearly and broadly defined role to support business involvement. Roles and responsibility levels differed between parents and business people, with business people more satisfied with their roles than parents. Community participation was an ongoing challenge for most partnerships and state pressures undermined collaboration. An examination of case study partnerships revealed promising practices instrumental in supporting involvement and contributing to satisfaction. There was a strong commitment to community involvement and it was made a priority. Key community leaders were recruited and the number and diversity of community representatives was increased. (Author/KB)

ED 423 974 PS 026 890

Bryant, Donna; Maxwell, Kelly; Burchinal, Peg; Lowman, Betsy
The Effects of Smart Start on the Quality of Preschool Child Care. Report to the Department of Human Resources.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Day Care; Economically Disadvantaged; Educational Improvement; Partnerships in Education; Poverty Programs; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; School Readiness; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- North Carolina; *Smart Start NC

The Influence of Teacher Individualizing Practices on Child Developmental Progress.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; At Risk Persons; *Child Development; Class Size; Educational Assessment; *Individual Development; Preschool Children; Preschool Education; *Preschool Teachers; *Teacher Effectiveness; *Teacher Influence; Teacher Response
IDENTIFIERS- Project Head Start

This study investigated whether classroom quality is related to child progress in meeting developmental milestones. The study used the "Assessment Profile for Early Childhood Programs: Research Version," a developmental checklist administered by teachers in a Head Start program. Findings indicated that pre-assessment and child age account for the majority of variability in child post-assessment scores, suggesting that teachers have a somewhat limited ability to influence child progress toward developmental milestones as measured by this type of assessment. The pre-assessment slope model suggests that factors beyond the pre-assessment alone are more likely to influence the developmental trajectory of children in smaller classrooms and those with younger children. Findings also indicated that a teacher who is able to tailor classroom activities to the unique needs of younger children may be more likely to facilitate those children's development toward the class average score. While the magnitude of the effect is small, these results show that high quality teachers can impact even the developmental trajectory of a child by recognizing individual needs. (JPB)

ED 423 993 PS 026 946

Katz, Lilian G.
The Benefits of the Mix.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Cognitive Development; *Early Childhood Education; Elementary School Students; *Mixed Age Grouping; Preschool Children; *Social Development

Noting children's limited opportunities for cross-age interaction, this paper discusses the benefits of mixed-aged groupings of preschool and elementary school children for social and intellectual development. The benefits for older children and younger children are considered in turn, and general benefits to both groups and their adult caregivers are also discussed. The paper notes that, in general, the potential benefits of mixed-age groups represent life skills not considered on state achievement tests. These skills include learning at an early age how to offer comfort, to read to and for those who cannot yet do so, learning how to request assistance from more competent peers, and engaging in more complex play and problem solving. (JPB)

ED 423 994 PS 026 947

discusses how the Teaching Stories provide a focus for reflection and appraisal. Each paper contains references. (Author/JPB)

ED 424 010 PS 026 978

Brostrom, Stig
Children's Stories and Play: Storyride--A Children's Culture Project.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Symposium for the European Conference on Quality in Early Childhood Settings (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; *Day Care; *Early Childhood Education; Exchange Programs; Foreign Countries; Literacy Education; Parent Child Relationship; Play; Pretend Play; Story Grammar; *Story Telling; Teacher Role; Teacher Student Relationship; *Writing Instruction; Young Children
IDENTIFIERS- Denmark; Finland; Iceland; *Nordic Countries; Nordic Countries; Norway; Play Themes; *Story Writing; Sweden

In modern societies, children are becoming more and more users of a child culture constructed by adults, rather than producers of their own culture. This paper describes a project, implemented in Nordic child care centers and early childhood classes, that provides children the opportunity to narrate and illustrate their own stories, written down by educators and mailed to an exchange institution in their own or another Nordic country. The purpose of the project is to support children's own culture, increase children's interest in language, strengthen early childhood educators' competence about children's culture, and form the basis for expanded research in this field. In various countries, different components to the research are added; for example, in Denmark, researchers have analyzed stories and have observed the children in play to identify similarities in themes, problems, and solutions in stories and play. This paper discusses children's story listening at home and in day care settings in Denmark, the teacher's role in storytelling, the structure of children's stories, and the use of fairy tales. The analysis of children's stories and play indicates that general themes include power relationships, good versus wicked, attack and defense, and chase and run away. The paper notes that although children create a number of roles in play and stories, the description of context is often poor in stories. Contains 14 references. (KB)

ED 424 011 PS 026 980

Rivera, Marisa
Maternal Factors Affecting the Academic Achievement of Latino Adolescents.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Family

sections of the guide contain information for continuing professional development and resources. (SD)

ED 424 027 PS 027 005

Community Partnerships: Working Together. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 128p.; For other "Training Guides" in this series, see ED 394 737, ED 398 220-222, ED 407 134-143, PS 026 995-PS 027 004.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Cooperation; *Community Coordination; *Community Involvement; Community Programs; *Community Role; Cooperation; *Cooperative Programs; High Risk Students; Preschool Children; Preschool Education; Resource Materials; School Community Programs; School Community Relationship; *Staff Development; Training Methods; Workshops
IDENTIFIERS- *Family Support; *Project Head Start

Focusing on creating community partnerships via collaboration to support the growth and development of children and families, this guide is intended to enhance the knowledge and skills Head Start staff need to be full collaborative partners in community efforts to help families develop, nurture their children, and experience success. Following an introductory section, four modules are presented. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. Module One, "What is Collaboration?," distinguishes collaboration from the many other ways people work together. Module Two, "Elements of Success," describes elements that contribute to successful collaboration, along with strategies for decision-making and planning effective meetings. Module Three, "Challenges of Collaboration," examines typical collaborative challenges and potential sources of conflict among partners. Module Four, "Practicing the Collaborative Process," presents activities that allow participants to become an active player on a planning team and introduces evaluation and self-assessment tools. The final sections of the guide contain information on continuing professional development and resources. (SD)

ED 424 028 PS 027 011

Contaminated Frozen Strawberries in School Lunches. Hearing before the Committee on Agriculture, Nutrition, and Forestry. United States Senate, One Hundred Fifth Congress, First Session (June 5, 1997).
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; Elementary Secondary Education; *Food Standards; Government Role; Government School Relationship; Hearings; *Lunch Programs; Nutrition; *Safety
IDENTIFIERS- Congress 105th; *Food Poisoning; *Fruits; Hepatitis

This hearing includes testimony on contaminated strawberries in school lunches. Contaminated strawberries were determined to be recommendations for understanding suicidal behavior and developing suicide prevention efforts. Data from Canadian aboriginal groups is also included. Chapter 1 explains why suicide in American Indians is of concern to public health professionals and policy makers and presents data on the demographic history of U.S. and Canadian American Indians. Chapter 2 discusses American Indian suicide rates, and notes that official rates are probably underestimated. Chapter 3 finds that American Indian suicide rates are higher than those of the general population, particularly among men and youth. Regional studies of suicide are also reviewed. Chapter 4 finds that the psychological causes of suicide are the same for American Indians as for Whites. Chapter 5 discusses sociological causes of suicide, including acculturation stress and social integration, but concludes that there is little sound research on the subject. Chapter 6 finds that state suicide rates of American Indians show a very different pattern of associations with state social variables than do state suicide rates of Whites. Chapters 7-8 examine suicide rates by tribe. The review of prevention strategies in chapter 9 applauds the fact that most prevention efforts have been in primary prevention, but finds a lack of adequate evaluation components. The final chapter presents general conclusions, speculates about the causes of suicide in American Indians, and makes suggestions for future research. (Contains references in each chapter and an index.) (TD)

ED 424 045   RC 021 688

Din, Feng S.
The Functions of Class Size Perceived by Chinese Rural School Teachers.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Research Forum of the National Rural Education Association (Buffalo, NY, October 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Class Size; Educational Benefits; *Educational Environment; Elementary Secondary Education; Foreign Countries; Questionnaires; *Rural Schools; *Teacher Attitudes
IDENTIFIERS- *China

A survey containing open-ended questions about class size was distributed to teachers in five schools (3 elementary and 2 secondary) in a rural school district in south China. Responses were received from 55 of 100 teachers surveyed; all had 5 or more years of teaching experience. A class of 50 or more students was considered large, while one with 30 or fewer students was considered small. Virtually all of the teachers preferred smaller classes, but did not regard them as necessarily related to student achievement. Smaller classes were seen as being easier to manage, allowing individualized help to students, facilitating teaching effectiveness, and requiring less work by teachers. The teachers considered outside influences of society and home, as well as the learning atmosphere of school and class, to be important factors in learning outcomes. The teachers tended to encourage competition among students and to create competitive class activities, which they believed facilitate achievement. However, they also believed that peer help was important for student success in large classes. Contains 20 references and an English

DESCRIPTORS- Adventure Education; Beliefs; *Critical Theory;
Foreign Countries; *Group Dynamics; Leaders; *Leadership
Styles; Outdoor Leadership; Therapists; *Values; World Views
IDENTIFIERS- Adventure Therapy; Facilitators; *Interpretivism;
*Positivism

Effective group leadership is not entirely about "good" or "bad" approaches, but rather the ability to choose an appropriate style for a particular situation. This paper examines three paradigms, or world views, that can influence the approach of a leader (facilitator, therapist, teacher) of adventure groups and gives examples of how elements of adventure-based counseling and therapy programs might be influenced by each paradigm. Typical ways of thinking and values are outlined for each of three social paradigms, or perspectives on the world. Positivism embraces linear cause and effect thinking, abstractions, generalized models, and expert solutions. Interpretivism emphasizes the need to understand meaning ascribed to phenomena by others and sees reality as dependent on social interaction and negotiation. The critical perspective holds that conflict is inevitable within social systems because power is unequally distributed. The potential effects of each paradigm on program elements are described and illustrated with regard to the needs of individual participants, group dynamics, the role of the leader, and group status in relation to contextual requirements. Flexibility and the ability to empathize with clients are key features of effective leadership in the adventure therapy field. Methodological diversity is desirable, and working from one world view should not exclude the understanding and use of another. (Contains 12 references.) (SV)

ED 424 063 RC 021 712

Ringer, Martin; Gillis, H. L.
Case Studies in Managing Psychological Depth.
PUB DATE- 98
NOTE- 11p.; In: Exploring the Boundaries of Adventure Therapy:
International Perspectives. Proceedings of the International
Adventure Therapy Conference (1st, Perth, Australia, July
1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Adventure Education; Case Studies; Emotional
Response; *Experiential Learning; Foreign Countries; *Group
Discussion; *Group Dynamics; *Leadership Responsibility;
Models; Outdoor Leadership; *Risk; Self Disclosure (Individuals)

This paper outlines a model for assessing and managing psychological depth in outdoor and experiential group work, and presents two case studies of the complexity of such management in real life. The model contains eight levels of emotional risk and presents four criteria for assessing the level to which a particular event or discussion may lead the group. These criteria are the speaker's involvement in what is being said, who else is involved in what the speaker is saying, to whom would the speaker normally disclose what is being discussed, and the potential emotional arousal in what the speaker is saying. The first case occurred during a year-long adventure leadership program for teachers in New Zealand. One participant accused another of stealing and using her credit card. It was revealed that the accused was reaching an acute stage of closet bulimia and was highly distressed with guilt about the theft program, including graphs, on subjects' ability to create linear functions and conceptualize variables from word problems. Subjects were 98 undergraduate students in two sections of a computer literacy course. Students' achievements were assessed via pre- and posttests, which were parallel to the instructional themes stated in the treatment programs. Students were randomly assigned to one of two treatment groups to view a version of a self-paced program. Students, regardless of treatment, scored significantly higher on posttest than pretest on both function construction and variable conceptualization. These results may have been influenced by instructional strategies, including: inquiry mathematical thinking, schema training, linked representational systems, and coordinate graph tutorial teaching. Students receiving instruction via the inductive table-and-graph program scored significantly higher on the function construction of the posttest than did students receiving the table-only treatment. Results suggest the use of inductive multimedia program treatments that incorporate many strategies including inquiry learning from data, tutorial, schema, and core representational systems for the problem of translation, specifically creation of linear function. Data specifically suggest that inductive multimedia programs that include the coordinate graph tutorial strategy have a significant effect on the function construction tasks. (Contains 101 references.) (Author/AEF)

ED 423 842   IR 019 063

Jones, Marshall G.
Creating Electronic Learning Environments: Games, Flow, and the User Interface.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040. Figure 3 will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Games; Computer Interfaces; *Computer Software Development; Computer System Design; Courseware; *Design Preferences; Educational Technology; Experiential Learning; Instructional Design; Interaction; Learner Controlled Instruction; Man Machine Systems; *Motivation; Multimedia Materials; Screen Design (Computers)
IDENTIFIERS- Enjoyment; *Flow Theory; Interactive Systems; *Learning Environments; Pleasure; Task Engagement

A difficult task in creating rich, exploratory interactive learning environments is building an environment that is truly engaging. Engagement can be defined as the nexus of intrinsic knowledge and/or interest and external stimuli that promote the initial interest in, and continued use of a computer-based learning environment. Complete and total involvement in a given task is described by Csikszentmihalyi's Flow Theory. Flow Theory defines the difference between enjoyment and pleasure; an optimal experience is more of a manifestation of the former. The following elements of flow are manifested in computer games and learning environments: (1) task that can be completed; (2) ability to concentrate on task; (3) task has clear goals; (4) task provides immediate feedback; (5) deep but effortless involvement; (6) exercising a sense of control over actions;

ED 423 858 IR 019 079

Schnackenberg, Heidi L.; Hilliard, Ann W.

Learner Ability and Learner Control: A 10 Year Literature Review 1987-1997.

PUB DATE- 98

NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Ability; Academic Achievement; Academic Aptitude; Cognitive Ability; Cognitive Style; *Computer Assisted Instruction; Computer Software Development; Courseware; Educational Research; Elementary Secondary Education; *Instructional Design; *Instructional Development; *Learner Controlled Instruction; Learning Strategies; Literature Reviews; Postsecondary Education; Prior Learning

This paper examines research studies of learner control in computer-based instruction (CBI) from 1987-1997. The review evaluates predictions and conclusions from previous literature reviews, in light of current research, and discusses the implications of recent findings for instructional development. Findings suggest that the positions that higher-ability students score higher under learner control and lower-ability students score higher under program control may no longer hold true in the current technological age. (Contains 19 references.) (Author/DLS)

ED 423 859 IR 019 080

Shih, Philip Hsi-Chang; Hara, Noriko; Li, Shaoqing; Yi, Qing

Distance Education: Analysis of Far- and Near-Site Interaction Patterns.

PUB DATE- 98

NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiovisual Communications; Classification; *Classroom Communication; Classroom Observation Techniques; Communication Research; Correlation; Data Analysis; Data Collection; Decision Making; *Distance Education; Higher Education; *Interaction; *Measurement Equipment; Research Needs; Tables (Data); Teleconferencing; Videotape Recordings

IDENTIFIERS- *Communication Patterns; *Pattern Analysis

This paper reports on a study that explored the possibility of measuring distance education classes using the Media Sensor, a device designed to sample and record various electronic impulses generated during a distance education session. Research questions explored: (1) the ability of the Media Sensor to identify patterns in the audio and video data; (2) identification of specific types of patterns; (3) the for public television grantees by state in the United States, Fiscal Years 1992-1997; and state government revenues for public radio grantees by state Fiscal Years 1992-1997. (AEF)

ED 423 876 IR 019 107

Telecommunications and Information Technology: Federal Programs that Can Be Used To Fund Technology for Schools and Libraries. Statement of Carlotta C. Joyner, Director, Education and Employment Issues. Testimony before the Committee on Commerce and the Committee on Education and the Workforce, House of Representatives.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Federal Aid; Federal Government; *Federal Programs; *Financial Support; *Information Technology; Internet; Library Funding; Public Libraries; *Telecommunications
IDENTIFIERS- Technology Integration

This statement presents the results of work to date on federal programs that can be used to fund telecommunications and information technology for public and private elementary and secondary schools (grades K-12) and public libraries. At least 27 programs provide funding that may be used to purchase this technology for schools or libraries. For example, four of the programs specifically target technology funding to schools or libraries. Three of these have a combined fiscal year 1998 funding level totaling $565 million. The other program--the universal service discount for schools or libraries, also called the "e-rate"--has a funding level of $1.925 billion for the first funding period (the 18-month period beginning January 1998). Under this program, discounts can be provided to eligible schools or libraries for telecommunication services, Internet access, and internal connections; however, no discounts have yet been funded. The remaining 23 programs do not specifically target technology for schools or libraries but provide funds that can be used for other purposes as well as technology. Others target technology but not exclusively schools or libraries as recipients or technology as a program purpose, but funds may go to schools or libraries and may be used for technology. Except for programs targeted both to technology and to schools or libraries, limited information is available on the amounts spent for technology. All the federal programs are authorized by law. Some statutes specifically authorize technology or telecommunications programs; others have authorization broad enough to allow these users. A table showing federal funding programs for technology is appended. (AEF)

ED 423 877 IR 019 108

Tillman, Mike
Education Metasites.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Curriculum; Educational Resources; *Elementary Secondary Education; Information

Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Community Colleges; *Evaluation Criteria; *Evaluation Methods; *Learning Resources Centers; *Library Services; Program Development; Program Effectiveness; *Program Evaluation; Two Year Colleges

This "sampler" of how quantitative and qualitative information is gathered, compiled, and reported can be useful for media staff seeking to develop the most effective library/learning resources program and to integrate that program into the overall institutional effectiveness plan. This guide was created through contributions from 24 community college library/learning resources departments. The volume consists of three main sections; each section includes reproductions of evaluation objectives, forms, and related documents from responding community colleges. The first section, "Reports and Plans", contains samples of annual reviews, institutional effectiveness reports, a strategic plan, a technology plan, and a statewide review. The second section, "Statistical Reports", includes annual/monthly summaries and a reference tally form. The third "User Satisfaction Surveys" section includes survey forms for the following populations: general users, students, and faculty, as well as reference service and library instruction surveys and a suggestion box form. Contained in appendices are the Library/Learning Resources Program Review Survey; contributing institutions, bibliography, Federal Register: Focus on Educational Effectiveness; regional accrediting agency addresses; regional accrediting criteria; and standards for community, junior, and technical college learning resources programs. (AEF)

ED 423 896 IR 057 198

Nisonger, Thomas E.
Management of Serials in Libraries.
PUB DATE- 98
NOTE- 433p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Budgeting; Citation Analysis; Decision Making; Evaluation Criteria; *Information Management; Information Scientists; *Library Administration; *Library Collection Development; *Library Material Selection; Library Science; Library Technical Processes; *Scholarly Journals; *Serials

This volume reviews current options for handling serials problems and clarifies fundamental issues in one of the greatest challenges confronting today's library and information science professionals. Focusing on the management of serials in libraries and the role of serials in scholarly communications, this book combines descriptive and prescriptive approaches to illuminate major serials management issues. The text emphasizes collection management issues--serials evaluation/selection criteria, cancellation, weeding, document delivery, budgeting, serials collection evaluation methods, decision models, use studies, journal ranking, and the application of citation analysis (including use of the "Journal Citation Reports" and Bradford distribution). Also discussed are implications of the Internet and World Wide Web for serials management. Other topics include types of serials, serials history, serials study of international librarianship. The following sources of information were used: (1) materials kept in the Department of Special Collections and Archives in the main library at Kent State University; (2) an interview with Mrs. Rhoda Rogers; (3) materials borrowed from the family collection kept by Mrs. Rogers; and (4) copies of materials sent from the archives of the University of New Brunswick in Fredericton. This biography contains four major sections: 1927-1950--high school, college, and master's degree in philosophy; 1950-1969--librarianship at the University of New Brunswick 1960-1969--library director at Bowling Green State University; and 1970-1985--professorship and deanship at the School of Library Science at Kent State University, study of Soviet libraries, work in Shiraz, Iran, his book "The Library in Society," and articles on librarianship in China and Hungary. An appendix contains a bibliography of Rogers' essays on religion. (Contains 70 references.) (DLS)

ED 423 916 JC 980 006

Talbert, Kevin
Summer Institute for Faculty Development. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College School Cooperation; Community Colleges; *Curriculum Development; *Faculty Development; Focus Groups; *Instructional Improvement; Network Analysis; Partnerships in Education; Program Descriptions; Summer Programs; Teacher Collaboration; *Teacher Improvement; *Teacher Workshops; Teaching Skills; Two Year Colleges
IDENTIFIERS- Southern Oregon State College

The Southern Institute for Faculty Development, created by The Division of Continuing Education at Southern Oregon State College (SOSC), fosters the professional development of mid-career faculty teaching lower-division transfer courses at Oregon's 16 community colleges. An intensive summer residential curriculum and faculty enhancement program, the Institute's goals are to: (1) update content in the courses participants teach, resulting in more effective presentation to students; (2) enhance enthusiasm for teaching; (3) encourage professional collaboration among and between high school, community college, and university faculty; and (4) stimulate professional goals. During the first three years of the Institute, more than 80 faculty participated in one or more two-week programs consisting of focus groups, guest lectures, plays, and curriculum revision and improvement projects that were implemented during the following academic year. Faculty assessments have deemed the Institute a very effective means of achieving professional development goals and networking. Its success has allowed the Institute to continue beyond its first three years, during which it was funded by FIPSE. Appendices include participant evaluations and recommendations. (YKH)

ED 423 917 JC 980 066

Boughan, Karl
The Academic Impact of Student Support Services Program Participation in Fiscal Year 1996. Program Evaluation.

number of peer- and professionally-led programs and services available on campus, most notably the Learning Center, the Re-Entry Program, and the specifically focused ethnic student organizations and services of the college. (AS)

ED 423 936 JC 980 432

MacMillan, Thomas F.
Short-term Impact of Matriculation Services: 1997-98 Academic Year. Research Report 98-14.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Advising; *Admission (School); *Community Colleges; Comparative Analysis; Counseling; Enrollment; Persistence; *School Orientation; Statistical Data; Student Characteristics; Two Year Colleges
IDENTIFIERS- Mendocino College CA

The purpose of this report is to gauge the short-term impact of assessment, counseling, and orientation services upon entering students in fall and spring semesters of the 1997-98 academic year. Specific research questions relate to the following topics: (1) demographic characteristics of the entering matriculants; (2) patterns of participation in the three designated matriculation services among entering matriculants; (3) student characteristics associated with student achievement; and (4) how student participation in assessment, counseling, and orientation impacts student performance during the initial semester of enrollment. The report includes findings on demographics, orientation services received, academic load, persistence and performance, as well as specific contrasts between matriculants who obtained services and those who did not. Resulting data indicates that participation in orientation, assessment, and counseling services positively affects persistence, as measured by the total units completed in the initial semester of attendance. Further evaluations of longer-term measures will be made in conjunction with local validation of the Student-Right-to-Know cohorts served by the college matriculation program.(AS)

ED 423 937 JC 980 441

Lansdowne, Michele
Tribal Business Assistance Center.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Business Education; Community Colleges; *Entrepreneurship; Program Descriptions; School Community Relationship; *Small Businesses; Student Needs; Tribally Controlled Education; Two Year Colleges
IDENTIFIERS- *Salish Kootenai College MT

The Salish Kootenai College Tribal Business Assistance Center was established in 1994 to provide technical assistance to individuals who are pursuing a small business. The center assists the entrepreneur by way of individual consultation with business advisors, small business workshops, and business administration courses that have been created especially for

Have..." (external); "I Am..." (internal); and "I Can..." (social). A guide was subsequently developed to help those working with children and families incorporate resilience into their work. The guide includes age-appropriate activities and examples from research. (JPB)

ED 423 956 PS 026 589

Investing in Child Care: Challenges Facing Working Parents and the Private Sector Response.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; *Employer Supported Day Care; Family Work Relationship; Fringe Benefits; Parent Attitudes
IDENTIFIERS- Availability (Programs and Services); Child Care Costs; Day Care Quality; White House Conference on Child Care

This report of a group of business and labor leaders convened at the White House Conference on Child Care in October 1997 identifies and provides examples of a variety of ways that businesses can promote access to child care for their employees. The report begins with a letter from Treasury Secretary Robert Rubin. Following an introduction describing the challenges facing working parents, Section 1 discusses the concerns of working parents, including the financial burdens presented by child care and those related to the quality of child care. Section 2 deals with the economic impact of child care, including its impact on employee productivity, labor force participation trends, and child care costs. Section 3 presents the results of a survey of businesses and examples of best practices, including resource and referral programs, public-private partnerships, corporate and labor management partnerships, on- and off-site child care, sick child care, and out-of-school care. Findings of the survey indicate that child care resource and referral is a very popular benefit, and that flexible work schedules are provided by a substantial number of employers. Section 4 presents recommendations for businesses in enhancing their employee's access to child care. The report concludes that investments in child care can pay off in real dividends for employers and employees. Appendices include contact information for child care support organizations and state resources and referral networks. (Contains 28 references.) (KB)

ED 423 957 PS 026 684

NHSA Ideas Booklet: Tell the Head Start Story.
PUB DATE- 96
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Government School Relationship; Lobbying; *Marketing; Mass Media; News Media; *Preschool Education; *Public Relations; Public Speaking; Public Support; Publicity; School Community Relationship
IDENTIFIERS- *Project Head Start; Public Awareness; Public

Smart Start is a broad-based community initiative to ensure that all of North Carolina's children arrive at school healthy and ready to learn. This study examined the effect of Smart Start on the quality of child care from 1994-1996. Data were collected from child care centers in 12 counties implementing the initiative. Data collectors visited 180 child care centers in 1994 and 187 in 1996. The quality of child care was measured using the Early Childhood Environment Rating Scale. Findings indicated that the quality of child care was significantly higher in 1996 than 1994, across both the entire sample and the subset of 91 centers observed both years. The quality of child care in 1996 was significantly related to the level of participation in local quality improvement activities by the child care centers, and to the percent of full-funding counties received and the proportion of this funding that the county chose to spend on child care. These latter two variables interacted such that the proportion spent on child care was significantly more related to ECERS quality in the counties that received a higher percentage of their full-funding amount. The data indicate that child care was significantly improved after 2 years of Smart Start implementation and that factors associated with program participation were significantly related to the change. (JPB)

ED 423 975 PS 026 891

North Carolina's Smart Start Initiative: 1996-97 Annual Evaluation Report.
PUB DATE- 97
NOTE- 11p.; Report to the Department of Human Resources by the Smart Start Evaluation Team.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Child Health; Day Care; *Early Childhood Education; Economically Disadvantaged; Elementary School Students; Health Services; Partnerships in Education; Poverty Programs; Preschool Children; Program Evaluation; *School Readiness; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- North Carolina; *Smart Start NC

Smart Start is a multi-disciplinary, comprehensive, community-based initiative to serve North Carolina children under age 6 and their families to ensure that all children enter school healthy and prepared to succeed. To achieve this, local county partnerships have focused both their attention and their funds on three major areas of service implementation: child care, family programs, and health services. The evaluation data collection strategies have included measuring changes in child care quality, family functioning, and children's receipt of health services, as well as the long-term outcome of school success. The most notable recent finding is the significantly higher quality of child care as observed in randomly selected preschool classrooms in the pioneer Smart Start counties in 1996-97 compared to 1994-95. This report details the four main goals of Smart Start: (1) children are healthy and prepared to succeed in school; (2) families effectively fulfill their role as primary providers, nurturers, and teachers; (3) high quality, affordable services for children will be available; and (4) North Carolina counties value children and families by providing options and resources, and encouraging collaboration. Related to each goal, the report presents the main data collection strategies being used to evaluate progress towards the goal, followed by brief summaries of recent results and key

Lea, Martha
The Professional Qualification of Pre-School Teachers in Decentralised Teacher Education.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual EECERA Conference (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Foreign Countries; Higher Education; Preschool Education; *Preschool Teachers; Student Evaluation; *Teacher Education; *Teacher Qualifications
IDENTIFIERS- Norway

This paper examines the content and teaching methods in a 4-year decentralized preschool teacher education program using a combination of direct and distance learning at Stavanger College in Norway. The content of preschool education and the knowledge skills, communication skills, and the general professional competencies required for professional qualification are delineated. Open interviews conducted with teachers with experience in distance teacher education from 4 colleges and with 24 students are then analyzed to evaluate the distance teaching methods used. Findings noted suggest that distance education is suitable for some areas of preschool teacher education, planning is extremely important in distance education to ensure a match between content and teaching method, making the structure of the course explicit is important for students, and teachers note the difficulty in knowing when to challenge students and when to support them during distance learning. Strengths and difficulties in using each of the following methods are discussed: computer communication, study-letters or booklets for each learning module, video and audiotapes, telephone conferences, individual phone calls, and direct teaching. Finally, the paper discusses the special challenges of student assessment in distance learning. (KB)

ED 423 995 PS 026 948

Rhoads, Kyle
Kindergarten Writing Rubric.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Instructional Materials; *Kindergarten; *Kindergarten Children; Pilot Projects; Primary Education; *Student Evaluation; *Writing Evaluation; Writing Processes

This pilot project had four goals: (1) to develop a writing rubric with kindergartners; (2) to have students write to a prompt and record observed behaviors for analysis; (3) to better understand the appropriateness of using a writing rubric with kindergartners; and (4) to form more effective ways for students to be more autonomous in their writing. The teacher and students worked together to build criteria for a variety of normative tasks, including good work and good writing. They used brainstorming to develop criteria for different aspects of kindergarten writing in its relation to good writing. The teacher developed a computer-generated writing rubric and

Environment; *Hispanic Americans; Latin Americans; *Mothers; *Parent Background; *Predictor Variables
IDENTIFIERS- *Latinos; Mediating Factors

Although much research has been done to determine how familial processes affect academic achievement, few researchers have directly studied culturally or linguistically diverse populations, in particular Latinos. The primary purpose of this study was to investigate the effects of distal variables (maternal intelligence, maternal education, maternal employment and poverty) and of the proximal variables (home environment and parent child interaction) on the academic achievement of Latino adolescents. The study utilized the National Longitudinal Survey of Youth (NLSY) for its sample. The study hypothesized that the effects on Latino adolescents' academic achievement of maternal intelligence, maternal education, hourly rate of pay, hours worked weekly by mother, and family poverty status would be mediated through the home environment and the parent-child interactions. The observed linear relationships between the predictor variables, the mediating variables, and the outcome variables were not as hypothesized. In almost every instance and for each group under study, maternal intelligence was a significant predictor of the academic achievement measures. Finally, the findings indicated that home environment was a significant predictor of academic achievement but not a significant mediator. (Contains 73 references.) (EV)

ED 424 012 PS 026 982

Kalmar, Magda; Medgyesi, Patricia
Continuity and Discontinuity in Preterm Infants' Early Development.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for the Study of Behavioural Development (ISSBD) (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Behavior; *Child Development; *Developmental Continuity; Foreign Countries; *Individual Differences; Mothers; Neonates; Parent Child Relationship; *Premature Infants

This study investigated the following questions: (1) Are newborn individual differences relevant for infant developmental outcomes?; (2) Can any continuity be found between neonatal and infant behavioral characteristics?; (3) Are maternal behavioral styles influenced by the newborn's individual characteristics?; and (4) Do initial maternal interactional styles explain the variations of early infant developmental outcome? The subjects of the study were 24 preterm infants. Data were collected in three waves. The mother-infant dyads were observed in free interaction as soon as the babies could be handled in room air. The Brazelton Neonatal Behavioral Assessment Scale (BNBAS) was administered at 50- to 52-day post-conceptional ages. At 6 to 8 months corrected ages the infants were assessed using the Bayley Scales of Infant Development (BSID). According to the results, perinatal state had limited effects on neonatal behavior. None of the variables from earlier measurement points predicted the developmental level at 6 to 8 months. However, the significant correlations found between BNBAS scores and the BSID behavior ratings suggested that the BNBAS was able to tap individual characteristics of neonatal behavioral organization which had long-term implications. Measures of term-time the cause of an outbreak of hepatitis in the state of Michigan. In addition to statements by the committee members, testimony was given by: (1) Mary Ann Keeffe, Acting Under Secretary, Food Nutrition and Consumer Services, Department of Agriculture; (2) Lon Hatamiya, Administrator, Agricultural Marketing Service, U.S. Department of Agriculture, accompanied by Craig Beauchamp, Office of the Inspector General, U.S. Department of Agriculture; Harold Margolis, Centers for Disease Control and Prevention; and Fred Shank, Food and Drug Administration; (3) David R. Johnson, the chief executive and medical officer, Community Public Health Agency, Michigan Department of Community Health, Lansing, MI; (4) Thomas W. Schimm, a teacher and parent of a child who contracted hepatitis; and (5) Susan Doneth, a mother and member of the Safe Tables Our Priority (S.T.O.P.), Marshall, MI. An appendix contains additional material submitted for the record, including questions submitted to government agencies by committee members and a letter to the committee. (EV)

ED 424 029 PS 027 012

Early Head Start: Goals and Challenges. Hearing before the Subcommittee on Human Resources of the Committee on Government Reform and Oversight. House of Representatives, One Hundred Fifth Congress, Second Session (February 19, 1998).
PUB DATE- 98
NOTE- 190p.; Serial No. 105-109.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Development; Compensatory Education; *Developmental Programs; *Early Intervention; *Government Role; Hearings; Infant Care; Infants; Preschool Education; Toddlers
IDENTIFIERS- Congress 105th; *Early Head Start

This hearing contains testimony on the Early Head Start program. Testimony was provided by: (1) a director of a state Head Start Association; (2) directors of Head Start programs; (3) a Head Start parent; (4) Olivia A. Golden, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services; (5) a state department of social services administrator; (6) a psychology professor; (7) a National Head Start Association administrator; and (8) congressmen from Connecticut and New York. (EV)

ED 424 030 PS 027 014

Carlsson-Paige, Nancy
Before Push Comes to Shove: Building Conflict Resolution Skills with Children and Best Day of the Week.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; *Conflict Resolution; Curriculum Development; Early Childhood Education; Skill Development; Teaching Methods; Young Children

Using the children's book "Best Day of the Week" as a starting point, this manual describes how teachers of young children can begin to build conflict resolution skills in ways that are both meaningful to children and embedded in their everyday school translation of the questionnaire. (SV)

ED 424 046 RC 021 689

Frazier, Patrick, Ed.
Many Nations: A Library of Congress Resource Guide for the Study of Indian and Alaska Native Peoples of the United States.
PUB DATE- 96
NOTE- 357p.; Photographs and illustrations may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian History; American Indian Languages; *American Indian Studies; *American Indians; Annotated Bibliographies; Federal Indian Relationship; *Library Collections; *Resource Materials; Tribes; United States History
IDENTIFIERS- *Library of Congress

The Library of Congress has a wealth of information on North American Indian people but does not have a separate collection or section devoted to them. The nature of the Library's broad subject divisions, variety of formats, and methods of acquisition have dispersed relevant material among a number of divisions. This guide aims to help the researcher to encounter Indian people through the Library's collections and to enhance the Library staff's own ability to assist with that encounter. The guide is arranged by collections or divisions within the Library and focuses on American Indian and Alaska Native peoples within the United States. Each section includes an introductory description, information on using the collections and their reading room, and descriptions or annotations for selected books and collections. Sections include: (1) general collections (main reading room, catalogs and Internet access, children's literature center, local history and genealogy reading room, periodicals, microform reading room, multimedia formats); (2) rare book and special collections division; (3) manuscript division (master record of manuscript collections, register, National Union Catalog of Manuscript Collections); (4) the Law Library of Congress; (5) Prints and Photographs Division; (6) Geography and Maps Division; (7) Motion Picture, Broadcasting and Recorded Sound Division; (8) Music Division and Recorded Sound Reference Center; and (9) American Folklife Center. In addition, the guide contains "gateways," thematic summaries of major Indian subject areas in the collections. Includes an index and many photographs and illustrations. (SV)

ED 424 047 RC 021 693

O'Brien, Catherine
The Barefoot College...or Knowledge Demystified. Education for All, Making It Work, Innovations Series, 11.
PUB DATE- 96
NOTE- 41p.; Photographs and several pages with text over graphics will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Action; Community

and shame about the bulimia. In the second case, teenagers were taking part in a month-long sea kayaking course, and a high level of interpersonal trust and emotional safety developed in the group. A 15-year-old female participant disclosed to a group leader that she had been sexually abused by her brother for years. Discussion of the two cases focuses on reactions of the leaders and the groups, ethical questions, useful interventions for managing emotional risk, and the vulnerability of both participants and leaders. (SV)

ED 424 064 RC 021 713

Bunce, Jenny
Sustaining the Wilderness Therapist.
PUB DATE- 98
NOTE- 13p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Burnout; *Family Work Relationship; Foreign Countries; Interpersonal Relationship; *Life Style; Outdoor Education; *Stress Variables; *Therapists; Well Being; *Wilderness
IDENTIFIERS- *Adventure Therapy; *Job Stress; Practitioners

During a workshop at the 1997 International Conference on Adventure Therapy, small groups shared and recorded their experience of personal challenges and impacts of wilderness work. This report summarizes those findings, reviews the literature on stresses and personal difficulties experienced by adventure therapists and other wilderness practitioners, and suggests some strategies to help such practitioners look after themselves and support each other. One of the strengths, but also a weakness, of outdoor professionals is "lifestyle investment"--a work situation in which boundaries between work and leisure are blurred. The work is intrinsically rewarding and consistent with personal values, but is also very draining and potentially destructive to other aspects of life. Therapists experience similar stresses and interpersonal impacts, and therapeutic work in wilderness settings could be expected to demonstrate substantially higher levels of both these effects. However, there is little relevant research on the short- or long-term effects of being a wilderness therapist. Workshop responses generated lists of intrapersonal and interpersonal difficulties experienced within and outside the work setting, as well as benefits experienced through wilderness work. Eight reasons are offered for why wilderness practitioners do not address these personal issues, and 10 individual and program strategies are suggested for sustaining the wilderness therapist. (Contains 12 references.) (SV)

ED 424 065 RC 021 714

Handley, Ray
The Wilderness Enhanced Model for Holistic Strategic Intervention.
PUB DATE- 98
NOTE- 13p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

its position acknowledges one of the main demands of people with mental health needs: that professionals work together to provide continuity of service and choices in a way that respects people as the experts in their own lives. (TD)

ED 424 080 RC 021 729

Mulholland, Robyn; Williams, Antony
Exploring Together Outdoors: A Family Therapy Approach Based in the Outdoors.
PUB DATE- 98
NOTE- 18p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Daughters; Family Counseling; Foreign Countries; Interpersonal Competence; *Milieu Therapy; *Mothers; *Parent Child Relationship; Perspective Taking; Program Descriptions; Self Concept; Tables (Data); *Therapeutic Recreation
IDENTIFIERS- *Adventure Therapy; Australia; *Family Therapy

The Exploring Together Outdoors Program is an Australian program that integrates family therapy interventions with adventure therapy, providing an opportunity for mother/child dyads that have conflictual relationships to develop more positive connections. This paper focuses on a group of four mothers and their four daughters who participated in 2 adventure therapy weekends and a family day 1 year later. A description of program activities focuses on the changed context of mother-child interaction, support and influence of the group, and creation by mother-daughter pairs of more positive narratives about each other. Questionnaires about changed perceptions of competence in self and other, and changed relationships within the mother-child dyad were completed after each occasion. All parties reported important changes in how they saw themselves and the other family member: these changes included more positive feelings for each other, less conflict, more communication, a greater sense of physical competence, and increased personal confidence. These results are discussed in terms of blending certain family therapy practices with adventure therapy, which triggers thoughts about aspects of life quite different from everyday matters, and promotes quite different perspectives from which to view one's parent, one's child, or oneself. Nine tables present comparisons of the mothers' and daughters' responses to nine questions. Appendices include additional tables of responses. (Contains 22 references.) (TD)

ED 424 081 RC 021 730

Pavel, D. Michael; Skinner, Rebecca Rak; Farris, Elizabeth; Cahalan, Margaret; Tippeconnic, John; Stein, Wayne
American Indians and Alaska Natives in Postsecondary Education. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 431p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.

following essays: "Analyzing School Science Courses: The Concept of Companion Meaning" (Douglas A. Roberts); "Problematizing School Subject Content" (Tomas Englund); "Root Metaphors and Education" (Brent Kilbourn); "Learning Inside and Outside Schools: Discursive Practices and Sociocultural Dynamics" (Roger Saljo); and "How Companion Meanings Are Expressed by Science Education Discourse" (Leif Ostman). Part 2, "Into the Classroom," includes the following essays: "The Obscured and Present Meaning of Race in Science Education" (John Willinsky); "Border Crossing: Culture, School Science, and Assimilation of Students" (Glen S. Aikenhead); "Intellectual Independence: A Potential Link Between Science Teaching and Responsible Citizenship" (Hugh Munby, Douglas A. Roberts); and "Analyzing Discourse about Controversial Issues in the Science Classroom" (Arthur N. Geddis). Part 3, "Behind the Scenes," includes the following essays: "The Logic of Advice and Deliberation: Making Sense of Science Curriculum Talk" (Graham Orpwood); "National Standards, Deliberation, and Design: The Dynamics of Developing Meaning in Science Curriculum" (Rodger W. Bybee); "The Science Curricula of Europe and the Notion of Scientific Culture" (Joan Solomon); and "The Politics of Legitimating and Marginalizing Companion Meanings: Three Australian Case Stories" (Peter J. Fensham). (Contains 338 references.) (DDR)

ED 424 100 SE 061 805

Barton, Angela Calabrese
Feminist Science Education. Athene Series.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Consciousness Raising; *Educational Philosophy; Elitism; *Epistemology; Equal Education; *Feminism; Field Interviews; Group Discussion; Higher Education; *Relevance (Education); *Science Education; *Scientific Principles; Student Experience; Teacher Student Relationship; Womens Studies
IDENTIFIERS- Gender Balancing (Curriculum); *Gender Issues; Science for All Programs; Situated Learning

This volume presents a case for science education from a feminist perspective. Feminist science teaching is concerned with questions that emerge from the intersections of the pedagogical, the disciplinary, and the personal with the political, social, and historical dimensions of each of these. It is also concerned with how knowledge of the ways in which these domains intersect with teachers and students in science classrooms is functional and productive. In addition to helping all students learn science, feminist science teaching attempts to expose the cultural, social, and historical dimensions of the culture and practice of science as it is situated within the classroom and within the larger society in order to help students understand and act upon the ways in which science and the self-in-science have been constructed historically. Feminist science teaching utilizes themes of individual and collective agency so that creating new ideas about and relationships in science become possibilities. The book is divided into seven sections: (1) Feminist Liberatory Science Education?; (2) Positionality and the Politics of Feminist Teacher Research; (3) Positioning Science through Oral Histories; (4) Learning about Ourselves Inside of Science, Outside of Science; (5) Centering Lived Experience; (6) Revisioning Science through Lived Experience; and (7)

The K-12 Model Course of Study in Economics (MCSE) provides Ohio school district personnel with assistance in the development and implementation of economics courses of study for kindergarten through twelfth grade. The guide also offers information to help readers integrate economics into their curricula across disciplines. In addition to an introduction, chapters include: (1) "Description of a Course of Study"; (2) "Developing a Course of Study"; (3) "Using the Program, Subject, and Pupil Performance Objectives"; (4) "Program, Subject, and Pupil Performance Objectives"; and (5) "Pupil Evaluation Policy." References, a glossary of terms, and subject objectives by grade level conclude the text. (EH)

ED 424 127 SO 028 085

Grauer, Kit
Gender.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Childrens Art; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Inclusive Schools; Secondary School Curriculum; *Sex Differences; *Sex Fairness

This publication focuses on the theme "Gender." Articles include: (1) "Sex! Violence! Death! Art Education for Boys" (Riita Vira; Finland); (2) "Pedagogy for a Gender Sensitive Art Practice" (Rita Irwin; Canada); (3) "Women's Conscientiousness of Gender in Art and Art Education in Brazil" (Ana Mae Barbosa; Brazil); (4) "Gender Issues in United States Art Education" (Kristen G. Congdon; U.S.A.); and (5) "The Visual Arts and Gender Equity Project: Working towards a More Inclusive Visual Arts Curriculum" (Lindy Neilson; Australia). Regular features, reports, and news are included. (MM)

ED 424 128 SO 028 337

Evaluation of the National Record of Achievement in Scotland. Interchange No. 44.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- 96
NOTE- 11p.; For the full report, see ED 417 101.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Comparative Education; *Educational Assessment; Educational Research; Evaluation Methods; Foreign Countries; *National Programs; National Surveys; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; Strategic Planning
IDENTIFIERS- *National Record of Achievement (United Kingdom); *Scotland

This report summarizes Scottish research during 1995 which aimed to assess the take-up, knowledge, understanding, and use of the National Record of Achievement (NRA) in all sectors. The survey found a lack of awareness of the NRA among employers and colleges. One recommendation from the report is for future development and promotion of the NRA in Scotland. (EH)

ED 424 129 SO 028 406

economic, social, and political life of people in Kano, Nigeria. The lesson is appropriate for fourth- to fifth-grade levels. The lesson emphasizes helping children understand the impact of science and technology on human societies across time and space. Fact sheets are provided on Nigeria with instructions for students to gather further data and analyze materials presented. A brief story of an 11-year-old Nigerian is included with details on how a new automobile affected the lives of the family. (EH)

ED 424 154 SO 029 214

Leland-Jones, Patricia J.
Improving the Acquisition of Sixth-Grade Social Studies Concepts through the Implementation of a Study Skills Unit.
PUB DATE- 97
NOTE- 74p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Advance Organizers; *Grade 6; Information Skills; Intermediate Grades; Learning Strategies; Middle Schools; *Social Studies; Study Guides; Study Habits; *Study Skills; *Test Wiseness

This practicum was designed to increase the use of study skills of sixth-grade students in the social studies. Study skills pretests were administered to students with results showing student difficulties in acquiring the concepts of social studies and achieving passing scores on tests. A unit on study skills was integrated within each chapter with emphasis on using resource materials, interpreting data, and creating outlines for use as study guides. Individual projects, group activities, and games were used to reinforce each skill. Posttests at the end of the study skills unit indicated the majority of students learned how to effectively use resource materials, interpret data, and write outlines. Chapter test mean scores during implementation showed improvement of students' abilities in acquiring social studies concepts and in achieving higher test scores. (EH)

ED 424 155 SO 029 218

Carnochan, Sibyll; Vasudeva, Ash
Policy Approaches to Risk: "Risk" in Past and Present Federal Legislative Initiatives.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Federal Aid; *High Risk Students; Policy Formation; Tax Allocation
IDENTIFIERS- *Elementary Secondary Education Act

This paper examines the way changing notions of "risk" have shaped federal educational policy. Section 1 of the paper presents a broad history of federal K-12 legislation and suggests that these programs have been motivated by different

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *American Indians; College Admission; College Faculty; College Graduates; *College Students; *Colleges; Degrees (Academic); Demography; Enrollment; High Schools; *Higher Education; Student Financial Aid; Tables (Data); Tribally Controlled Education

This sourcebook is a comprehensive compilation of data on American Indian and Alaska Native participation in higher education, primarily 4-year and 2-year universities and colleges, including tribal colleges. Data cover undergraduate students, graduate students, and faculty, as well as student outcomes following graduation. Data sources include the National Center for Education Statistics, the Bureau of the Census, and various published surveys and reports. The introduction explains terminology, data limitations, and structure of the sourcebook. Chapters cover: (1) American Indian and Alaska Native demography and a historical overview of Native American postsecondary education in the United States; (2) Native American access to higher education in terms of high school performance and graduation, scores on college entrance examinations, and student risk factors; (3) Native postsecondary enrollment, 1976-94, (by institution level and control and student sex, attendance status, degree level, major field of study, institution, and state), as well as student persistence and graduation rates; (4) degree completions, characteristics of degree recipients, and institutions awarding the largest number of degrees to Native Americans; (5) receipt and use of student financial aid; (6) American Indian and Alaska Native college faculty and staff, salaries, tenure, and distribution; and (7) historical overview and highlights of each of the 30 tribal colleges. Many data tables and figures are included. Appendices contain 80 references, supplemental data tables for the first six chapters, standard error tables, a glossary and list of acronyms, and over 200 additional sources of information. (SV)

ED 424 082 RC 021 731

Gonzales, Miriam; Goldstein, David; Stief, Elizabeth; Fiester, Leila; Weiner, Lisa; Waiters, Katrina
Even Start Projects Serving Migrant Families: Resource Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 98
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Curriculum Development; Early Childhood Education; *Educational Strategies; *Family Literacy; Family Needs; Family Programs; Grantsmanship; Migrant Adult Education; *Migrant Education; Migrants; Parent Education; Professional Development; *Program Development; Recruitment
IDENTIFIERS- Capacity Building; *Even Start

Even Start was created by federal legislation to address poverty and illiteracy among low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Migrant Education Even Start (MEES) projects resemble other

Repositioning the Discourses: Framing a Science for All. (Contains extensive references.) (PVD)

ED 424 101 SE 061 808

Posamentier, Alfred S.; Krulik, Stephen
Problem-Solving Strategies for Efficient and Elegant Solutions: A Resource for the Mathematics Teacher.
PUB DATE- 98
NOTE- 265p.; Foreword by Nobel Laureate Herbert A. Hauptman.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Activities; *Mathematics Instruction; *Problem Solving; Teaching Methods; *Thinking Skills; Word Problems (Mathematics)

In this book, 10 strategies that are widely used in problem-solving both in mathematics and real-life situations are examined. Approximately 200 problems are selected to illustrate these strategies. Chapters include: (1) Introduction To Problem-Solving Strategies; (2) Working Backwards; (3) Finding a Pattern; (4) Adopting a Different Point of View; (5) Solving a Simpler Analogous Problem; (6) Considering Extreme Cases; (7) Making a Drawing (Visual Representation); (8) Intelligent Guessing and Testing (Including Approximation); (9) Accounting for All Possibilities; (10) Organizing Data; and (11) Logical Reasoning. (ASK)

ED 424 102 SE 061 815

Western Canadian Protocol for Collaboration in Basic Education Common Curriculum Framework. Grade 10 To Grade 12 Mathematics Resources: Annotated Bibliography.
PUB DATE- 98
NOTE- 73p.; Print is very small.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Grade 10; Grade 11; Grade 12; *Instructional Materials; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary Education

This annotated bibliography identifies the English language resources endorsed by all Western Canadian Protocol (WCP) jurisdictions implementing The Common Curriculum Framework for K-12 Mathematics Grade 10 to Grade 12. The WCP resources in this bibliography were selected through a collaborative review process based on their high level of fidelity with the rational, philosophical, mathematical processes and outcome of The Common Curriculum Framework for K-12 Mathematics Grade 10 to Grade 12. (ASK)

ED 424 103 SE 061 816

Pickens, Teresa Lynn
The Effectiveness of Teaching Mnemonics in the Study of the Solar System.
PUB DATE- 98
NOTE- 59p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Earth Science; Grade 9;

Romero, Julie
Integrating Visual and Performing Art into Social Studies.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Art Teachers; Elementary Secondary Education; Integrated Curriculum; *Social Studies; *Theater Arts; *Visual Arts

This paper shows how integrating the arts into the social studies curriculum enhances learning and cultural awareness. Using visual and performing arts stimulate students to become more receptive to learning and builds community. The paper provides a review of the literature on the importance of arts and integration into the social studies. The document concludes with recommendations about how to increase the effectiveness of the arts in schools for parents, teachers, school boards, school districts, researchers, and authors. (EH)

ED 424 130 SO 028 432

Morton, John S.
Advanced Placement Economics. Macroeconomics: Student Activities.
PUB DATE- 96
NOTE- 222p.; For the Teacher Resource Manual and the Student Activities for Microeconomics, see SO 028 433-434.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advanced Placement; Capitalism; Decision Making; Economic Change; Economic Climate; *Economics; *Economics Education; Free Enterprise System; *Global Education; Instructional Materials; *Investment; *Macroeconomics; Secondary Education; Social Studies

This book is designed to help advanced placement students better understand macroeconomic concepts through various activities. The book contains 6 units with 64 activities, sample multiple-choice questions, sample short essay questions, and sample long essay questions. The units are entitled: (1) "Basic Economic Concepts"; (2) "Measuring Economic Performance"; (3) "Aggregate Demand and Aggregate Supply: Fluctuations of Outputs and Prices"; (4) "Money, Monetary Policy, and Economic Stability"; (5) "Monetary and Fiscal Combinations: Economic Policy in the Real World"; and (6) "The United States in a Global Economy." (EH)

ED 424 131 SO 028 433

Morton, John S.
Advanced Placement Economics. Microeconomics: Student Activities.
PUB DATE- 96
NOTE- 230p.; For the teacher resource manual and the macroeconomics student activities, see SO 028 432-434.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advanced Placement; Capitalism; Decision Making; Economic Change; Economic Climate; *Economics; *Economics Education; Free Enterprise System; High Schools; Instructional

conceptions of "risk." Section 2 offers a portrait of the 1994 reauthorization of the Elementary and Secondary Education Act as a window into how current conceptions of "risk," as well as other factors, affect federal policy. (EH)

ED 424 156 SO 029 219

Palmer, Betsy
How Women Become the Subject: The Transformation of a University Curriculum.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Content Analysis; *Course Content; *Females; Higher Education; *Social Change; *Womens Studies

This study analyzes catalog descriptions from a large state university in ten-year increments from 1965 to 1995 to look for evidence of a transformation of colleges and universities as a result of the introduction of women as a subject in the curriculum. Feminist scholars in the 1980s predicted the transformation would occur gradually and theorized a process called feminist phase/stage theory. The paper concludes that the curriculum at this institution under study has experienced both a quantitative and a qualitative transformation that follows the spirit of the predicted process. Contains two tables and an appendix. (EH)

ED 424 157 SO 029 220

Wallace, Beverly A.
An Understanding of the Role of Socio-Cultural Learning: Using the Past To Maximize Potential for Future Academic Success.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Cognitive Processes; Cognitive Restructuring; Cultural Influences; Cultural Interrelationships; Elementary Secondary Education; *Learning Disabilities; Learning Problems; *Prediction; Social Environment; Sociocultural Patterns
IDENTIFIERS- *Vygotsky (Lev S)

This paper examines the plight of the child with a learning disability who enters a classroom to hear only a foreign language, to misunderstand the accompanying nonverbal signals, and to see only alien symbols written on the board. This child with a learning disability will have difficulty in the classroom unless the teacher applies the basic tenets of the sociocultural perspective in learning, which include: (1) knowledge is a constructive process for giving personal meaning to experience; (2) one's interactions within a particular context influence one's construction of knowledge; and (3) neither knowledge nor context remains stable, but co-evolve as life, and inspire new benchmark studies on the current condition of our citizenship and civic life; (2) spark discussion and deliberation across traditional barriers such as party affiliation, ideology, and race; (3) reach consensus on clear, practical and dramatic recommendations for enhancing the quality of citizenship and civic life; and (4) inspire the creation of new institutions and alliances that can carry these efforts forward after the Commission's work is done. The volume profiles 12 model programs contributing to these goals: Local Initiatives Support Corporation; Children's Aid Society; Hands On Atlanta; National Fatherhood Initiative; Big Brothers/Big Sisters of America; Public Achievement, St. Bernard's Grade School; Youth in Action, San Francisco Conservation Corps; Character Counts! Coalition; U.S. Youth Soccer; Charlotte Observer: "Taking Back Our Neighborhoods"; Close Up Foundation; and Project Vote Smart. (MJP)

ED 424 175 SO 029 382

Sewall, Gilbert T.; Emberling, Stapley W.
A New Generation of History Textbooks: A Report, Spring 1998.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Elementary Secondary Education; *History Instruction; Multicultural Education; Standards; Textbook Bias; *Textbook Content; Textbook Publication; *Textbook Selection; Textbook Standards; United States History; World History
IDENTIFIERS- California; Texas

This article examines the history textbooks available in 1998 for adoption in the United States at both the high school and elementary levels. New books have appeared on the scene since the last textbook adoption series. California begins its textbook considerations in August. The California adoption will rekindle national interest in the content of history textbooks and indicate in what ways the textbooks and social studies content have changed after a decade of exposure to multiculturalism. The document examines the predominant role of the large textbook consumers, California and Texas, as well as the emerging themes and "watered-down" text in many of the books. The shrinking numbers of publishers and the increasing costs of production for books and ancillary materials raises some basic questions of quality, content, and purpose of textbooks. The article lists the major textbooks considered for adoption and analyzes some of the shortcomings of the texts. (EH)

ED 424 176 SO 029 401

Thunder-McGuire, Steve
Working Papers in Art Education, 1996-1997.
PUB DATE- 97
NOTE- 233p.; For the 1994-1995 edition, see ED 405 264. Also referred to in this issue as "Marilyn Zermuehlen's Working Papers in Art Education."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Aesthetics; *Art; Art Criticism; *Art Education; Art Expression; Art History; Culture; Elementary Secondary

Education; Higher Education; Popular Culture; Preservice
Teacher Education; Visual Arts

This collection of working papers in art education is comprised of manuscripts by graduate students presented at the National Art Education Conference. Papers in this issue reflect several educational settings and geographic areas. The 22 articles include: (1) "Symbolic Meanings in the Ghanaian Arts: A Step Towards Developing Cultural Literacy" (Robert Ayiku); (2) "Artistic Scanning as a Classroom Qualitative Research Activity" (Steve Elliot); (3) "Cross Cultural Interpretation and Valuing of Northwest Coast Art by Natives and Non-Native Americans" (Nancy Parks); (4) "A Feminist Study of African American Art in New Orleans: Considerations of Aesthetics, Art History and Art Criticism" (Harriet Walker); (5) "A World Community of Old Trees: An Ecology Art Project on the World Wide Web" (June Julian); (6) "A Feminist-Based Studio Art Critique: A Classroom Study" (Anne Burkhart); (7) "Designing a Collaborative Arts Program: Implications for Preservice Art Education" (Jan Fedorenko); (8) "Text, Discourse, Deconstruction and an Exploration of Self: A Disruptive Model for Postmodern Art Education" (Jane Gooding-Brown); (9) "Preparing Preservice Teachers to Work with Diverse Student Populations: Implications for Visual Arts Teacher Education" (Wanda B. Knight); (10) "A New Case for Clay: Multi-Dimensional High School Ceramics" (Billie Sessions); (11) "A Meta-Critical Analysis of Ceramics Criticism for Art Education: Toward an Interpretative Methodology" (Booker Stephen Carpenter, II); (12) "Teaching Art as Reasoned Perception: Aesthetic Knowing in Theory and Practice" (Richard Siegesmund); (13) "The Feminization of Physical Culture: The Introduction of Dance into the American University Curriculum" (Janice Ross); (14) "Of Hosts and Guests: Curricular Discourses at a Southeast Asian Cultural Village" (Cameron Graham); (15) "Hanging Emily: Issues in Art, Text and Education" (Karen Knutson); (16) "The Creative Process and the Making of a Virtual Environment Work of Art" (Dena Eber); (17) "Spatial Treatment in Children's Drawings: Why Do Japanese Children Draw in Particular Ways?" (Masami Toku); (18) "Conversation as Pedagogy in the Teaching of Art" (Jane Zander); (19) "Sharing the Mountain; Tabasaran Weaving Culture" (Lorraine Ross, '96); (20) "Color Shards and Carpets: Context in Dagestan" (Lorraine Ross, '97); (21) "Anton and Jay's Sports Trading Card Series: Embracing the Presence of Letters" (Lisa Schoenfielder); and (22) "Teaching Art Via Culture: Fictive Travel as a Learning Tool" (Erin Tapley). (EH)

ED 424 177   SO 029 480

Puddington, Arch
Better Ways To Tell Our Story: A Critique of the Proposed National History Standards.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Global Education; *History Instruction; Multicultural Education; *National Standards; Social Studies; United States History; World History
IDENTIFIERS- *National History Standards

This paper examines the content of the proposed national standards for U.S. history and world history. The document suggests shortcomings of the developed standards as being without an emphasis on the themes of democracy and western civilization and an overemphasis on multicultural ideas. Specific standards in each of the areas are addressed with noted weaknesses within each area. The standards debate, according to the paper, may ultimately make a contribution to the educational reform process and the strengthening of history teaching. (EH)

ED 424 178 SO 029 483

Stotsky, Sandra
Academic and Pedagogical Issues in Teaching the Holocaust.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anti Semitism; Controversial Issues (Course Content); Cultural Awareness; Ethics; Ethnic Groups; Foreign Countries; *History Instruction; *Jews; Judaism; Language Arts; Moral Issues; Moral Values; Secondary Education; Social Studies; Values; *World War II
IDENTIFIERS- Europe; *Holocaust; *Holocaust Literature

This essay addresses six pedagogical issues that English language arts teachers should consider in preparing to use Holocaust literature to address "intolerance and bigotry" in their teaching. Teachers should ask themselves: (1) Does the literature unit emphasize anti-Semitism as a cause of the Holocaust?; (2) Does the unit provide all relevant historical information?; (3) Does the unit make appropriate historical and structural distinctions, i.e. does it indicate what is unique about the Holocaust?; (4) Does the unit draw on appropriate comparisons to bring about these distinctions?; (5) Does the unit address contemporary anti-Semitism, here and elsewhere, as the first lesson of Holocaust study?; and (6) What other literary works are included to show the Jews as a living cultural group and to help students understand the basis for their identity as a people? The paper advocates an interdisciplinary approach to Holocaust studies with inclusion of appropriate readings from the Hebrew Bible and other appropriate moral education materials. (EH)

ED 424 179 SO 029 484

Croddy, Marshall; Degelman, Charles; Hayes, Bill
The Challenge of Information. Teacher's Guide and Student Guide.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Law; *Civil Rights; *Constitutional Law; Information Dissemination; Information Industry; Information Policy; *Law Related Education; Libel and Slander; Mass Media Role; Political Science; Privacy; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *United States Constitution

The teacher's guide and a students' guide focus on basic constitutional issues dealing with the media and free press.

(7) concern for self disappears during flow, but sense of self is stronger after flow activity; and (8) sense of duration of time is altered. The quality of multimedia assets such as images, sounds, and animations, are a key factor in interesting users in a computer game; this is an important issue in the design and development of educational software. A table shows the relationships among flow, games, and design of computer-based learning environments. Contains 14 references. (AEF)

ED 423 843 IR 019 064

Jones, Marshall G.; Surry, Daniel W.; Harmon, Stephen W.; Land, Susan; Farquhar, John D.
What We Know about Research in Instructional Technology: Interviews with Research Leaders.
PUB DATE- 98
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Educational Researchers; *Educational Technology; Information Dissemination; Interviews; Mentors; Research and Development; *Research Design; *Research Methodology; Research Needs; Theory Practice Relationship; World Wide Web
IDENTIFIERS- Web Sites

Instructional Research Online (InTRO) was established in 1994 as a repository of research papers, media, and other artifacts related to research in instructional technology. The World Wide Web site (http://intro.base.org) includes sections on reviews of books and media, original research, links to resources in instructional technology, and interviews with research leaders. This paper identifies and reports on an analysis of the published interviews. This analysis represents what was said during the course of the interviews; it is a synthesis of comments, suggestions, and other important points made by the interviewees. Highlights include: (1) how to identify a research problem or question, including gaining confidence, reviewing the literature, and finding questions in real world environments; (2) the relationship between research and development, including blurring boundaries between work interests and research interests, connecting research and practice, and finding interesting projects; (3) choosing a mentor, including the role of the mentor and apprentice; (4) research methodology, including qualitative versus quantitative research, research traditions, and mixed methods; and (5) disseminating research, including the research agenda, writing research, conferences, and journals. (AEF)

ED 423 844 IR 019 065

Koetting, J. Randall
14th Foundations Symposium: Continuing the Debates/Discussions of the Foundations of Our Field. Education and Community.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for

correlation between the pattern and the actual instructional situation; and (4) prediction of instructional events by identifying specific patterns from Media Sensor data. The research team defined the following categories of classroom events by analyzing videotapes of several distance education sessions: far-end interaction, i.e., dialogs between far- and near-end people; near-end interaction, i.e., dialogs between people at the near end; teacher talking/lecturing; and unknown/other. Furthermore, the team identified patterns by comparing the categories and the raw data recorded by the Media Sensor, testing the validity and reliability of the patterns, and applying them to construct the context within distance education. Findings indicated a high correlation between the Media Sensor data and the instructional situation. Figures illustrate the location of the Media Sensor on the television screen; sample data sheets; Decision Making Trees; video observation data; and coding/decoding stages. (DLS)

ED 423 860 IR 019 081

Shoffner, Mary B.; Dalton, David W.
Effects of Problem-Based, Networked Hypermedia, and Cooperative Strategies on Visual Literacy Instruction.
PUB DATE- 98
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Competency Based Education; *Computer Assisted Instruction; Constructivism (Learning); Cooperative Learning; Criterion Referenced Tests; Delivery Systems; *Educational Strategies; Efficiency; Factor Analysis; Higher Education; *Hypermedia; Individualized Instruction; *Instructional Design; *Instructional Effectiveness; Learning Strategies; Pacing; Tables (Data); Teaching Methods; *Visual Literacy; World Wide Web

This study examined the effects of varying instructional strategies on learning in emerging technology-based visual literacy instruction. The study used a completely crossed 2 (organizational strategy) x 2 (delivery strategy) x 2 (management strategy) factorial design, post-test only control group design. Organizational strategies employed included criterion-referenced, objectivist instruction and problem-based, constructivist instruction. Delivery strategies employed included local, computer-based instruction and networked hypermedia-based (World Wide Web) instruction. Management strategies implemented involved participation by individuals as well as cooperative dyads. Undergraduate education students (n=138) were randomly assigned to eight treatment groups and a control group and received self-paced instructional treatments. Learners were assessed on performance (achievement), instructional efficiency, and efficiency of learner strategies employed (process efficiency). Achievement measures for all groups showed significantly higher levels of achievement when compared to the appended control group. Using multivariate and univariate analyses of variance, data were examined to determine what effect varying instructional strategies had on learning. Results indicated no statistically significant

Sources; Instructional Materials; Lesson Plans; Online Searching; User Needs (Information); *World Wide Web
IDENTIFIERS- Electronic Resources; *Web Sites

A Metasite is a Web site that attempts to comprehensively cover a particular discipline topic or subject area. The site is usually divided into sub-categories and may include hundreds or even thousands of links to other Web sites, all of which are related to the topic, discipline or subject being covered. It may or may not include original content. The Metasites included in this listing were selected from the nearly 500 Metasites reviewed. They may be accessed via the "K12CyberPedia" at http://WWW.Lib.CSUFresno.EDU/CurriculumJuvenile/K12CyberPedia. The sites link to lesson plans, a wide variety of educational content (curriculum, instructional, and teaching materials), and other information of interest to educators. All of the material is available free of charge and geared toward use in preK-12 educational settings. Each of the top 100 sites includes a concise annotation based on the compiler's personal experience with the site. A second group of 100 "honorable mention" sites is listed (without annotations). Additional detail regarding the listings' content, organization/navigation, intended audience, and updates, along with the compiler's qualifications and a disclaimer, are included. (Author/AEF)

ED 423 878 IR 019 109

Pahal, Debra L.
Development and Implementation of a Distance Delivery Program for Training District Instructional Employees in the Use of the Internet and E-mail for Research, Professional Development, and Incorporation of Technology into the Curriculum.
PUB DATE- 98
NOTE- 156p.; Ed.D. dissertation, Nova Southeastern University, Florida. Some colored pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Continuing Education; Conventional Instruction; *Distance Education; Educational Technology; *Faculty Development; Higher Education; Internet; *Professional Development; Program Implementation; Skill Development; Teacher Education; Teaching Methods; *Training; World Wide Web
IDENTIFIERS- Hands on Experience; *Technology Integration; Web Sites

The purpose of this practicum was training faculty to enhance incorporation of technology into classroom teaching and learning by becoming comfortable and efficient with the equipment and software available for their use, while providing quality professional development experiences, earning continuing education units, through a distance delivery, any time/any place learning mechanism. The training consisted of two different components: hands-on face-to-face training and distance delivery training via the Internet. The main focus of the hands-on training was to equip the participants with the necessary skills needed to effectively utilize the technology available to them and prepare them for the distance delivery portion of the practicum. This was accomplished through the use of the Web site, created for this study, linked from the school district home page. Each component of the Web site was an important tool for aiding participants in successful completion of the training. Hands-on skills' training was an integral part automation, electronic journals, technical services processing, and copyright issues. Questions of access versus ownership are also thoroughly discussed. Appendixes list and annotate relevant World Wide Web sites, pertinent bibliographies, and sources of statistical data about serials. Significant research is often cited. Extensive footnotes, and bibliographies follow each chapter. (AEF)

ED 423 897 IR 057 199

Powell, Diana L.
Evaluation of the Chemistry Collection of a Four-Year College Library by Means of Textbook Citation Analysis.
PUB DATE- 98
NOTE- 36p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Biochemistry; *Chemistry; *Citation Analysis; *Citations (References); Higher Education; *Library Collections; Library Materials; Shared Resources and Services; *Textbook Evaluation; Textbooks; Undergraduate Study
IDENTIFIERS- *College of Wooster OH

The purpose of this study was to evaluate the chemistry collection of the College of Wooster's Chemistry Library. In particular, the extent to which the library supports the curriculum of the chemistry and biochemistry program by providing additional sources to supplement course textbooks was evaluated. Focus was on materials present in the collection on the College of Wooster campus, but the extent to which materials can be obtained through resource sharing was also considered. The study addressed: the extent of overlap of the College of Wooster's holdings with the materials cited in its required chemistry books; whether this overlap differs for the various subfields of chemistry and whether the overlap of monograph citations differs from that of journal citations; and whether this data indicates that the College of Wooster's chemistry collection is of high or low quality, gaps in its coverage, and suggestions that can be made for improvement. A total of eight undergraduate textbooks were examined for citations. (AEF)

ED 423 898 IR 057 200

Klein, Margaret E.
A Comparison of Multicultural Characters in the Annotations of Two Recommended High School Reading Lists Published Thirty-One Years Apart.
PUB DATE- 98
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; American Indians; Asian Americans; Bibliographies; Blacks; Books; *Census Figures; *Characterization; *Culturally Relevant Education; Educational Trends; Ethnic Stereotypes; High Schools; Hispanic Americans; *Multicultural Education; Pacific Islanders; *Reading Materials; Role
IDENTIFIERS- Multicultural Materials; *Reading Lists

This content analysis sought to examine the annotations in two

PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; American Indians; Asian Americans; Black Students; *College Outcomes Assessment; Community Colleges; Comparative Analysis; Dropout Prevention; Educational Practices; *High Risk Students; Hispanic Americans; Learning Disabilities; Minority Groups; *Program Effectiveness; Program Evaluation; School Effectiveness; *Social Support Groups; Special Needs Students; Student Attitudes; Student Development; Tables (Data); Tutorial Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- African Americans; Native Americans; *Prince Georges Community College MD

The Office of Student Support Services (SSS) at Prince George's Community College (PGCC) is an academic support program for at-risk students. Created for low-income and first-generation students and those with physical and learning disabilities, the program provides specialized study tools, tutorial assistance, and social and emotional support. PGCC assessed the effectiveness of its program using a control group comparison research approach. Students were divided into three groups: active SSS participants, students not participating but eligible to, and the remaining student body. Comparisons of the three groups based on academic performance indicators showed that in 1996, SSS participants strongly outpaced the eligible nonparticipant control group, and either matched or bettered the performance record of the remaining PGCC students. Cross-tabulations indicated that SSS participant success was not merely due to population differences in the three groups, but was indeed a result of program participation. Comparison of SSS with a similar academic support program for minority students, ALANA, showed comparable success rates for participants in both groups. Appendix includes table of comparison groups. (YKH)

ED 423 918 JC 980 067

Clagett, Craig A.
Student Outcomes Report.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Annual Reports; *Articulation (Education); Certification; *College Outcomes Assessment; College Transfer Students; Community Colleges; Dropouts; Grades (Scholastic); Instructional Effectiveness; *Outcomes of Education; *School Holding Power; School Surveys; *Student Characteristics; Student Evaluation; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

Prince George's Community College (PGCC) created a Student Outcomes Report in December 1996 that measures course completion, retention, student achievement, program completion, transfer, and certification. Findings indicated that though the course pass rate was 75%, individual course completion ranged from 44% to 100%. Divisional pass rates ranged from a low of 60% in Educational Development to a high of 94% in Health Technology. Retention rates suggest that one-fourth of the new students entering the college each fall fail to return for a the small business owner. It also provides information, resources, and assistance to individuals by arranging meetings and workshops for groups and by developing academic business courses that meet the needs of tribal entrepreneurs. The center continually seeks opportunities to collaborate with tribal government, Salish Kootenai College, the financial community, state and federal government agencies, and other business resource providers. This document includes information about the business management degree, business course descriptions, case study development, and workshops. Also provided is background information about the Salish and Kootenai Indians of Montana, and Salish Kootenai College, a tribally controlled school on the Flathead Indian Reservation. (AS)

ED 423 938 JC 980 442

Hilgendorf, Erik J.
Assessment Designs among Community Colleges. Revisited.
PUB DATE- 98
NOTE- 14p.; For the original "Assessment Designs" paper, see JC 980 222.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; *Community Colleges; Comparative Analysis; *Educational Assessment; Educational Quality; Followup Studies; Graduate Surveys; *Student Attitudes; Two Year Colleges
IDENTIFIERS- Crowder Community College MO; Missouri Community College System

This paper is the follow-up and concluding study to a previous publication (summer 1998) that depicted assessment on all levels of education as being too complex. This current document reviews collaborative efforts between public postsecondary institutions and coordinating boards of higher education to survey 2,363 alumni from Missouri's community colleges, and compares the results with a separate survey from Crowder to its alumni. The purpose of the Crowder survey was to mirror a portion of the former collaborative study without exact replication. The questions on the Crowder survey concerned services like financial aid, advising, bookstore, intramurals, and accomplishments such as knowledge within major, intellectual enhancement, accrued abilities, and appreciation for academic subjects. Findings showed that Crowder's cohort consistently indicated greater levels of satisfaction than the sample surveyed in the collaborative survey. Included in this document is the Crowder College Survey of Outcomes Spring 98 and State Two-Year Study (collaborative) contrasted. (AS)

ED 423 939 JC 980 445

Franklin, Karen
Psychosocial Motivations of Hate Crimes Perpetrators: Implications for Educational Intervention.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; College Environment; Community Colleges; *Homophobia; Homosexuality; *Minority Groups;

Communication

This guide is designed to assist Head Start staff in conducting comprehensive marketing and public relations programs to increase awareness, participation, communication, and support for the Head Start program. The guide is organized around the specific tasks involved in marketing and public relations programs, including planning and producing a marketing campaign, developing materials, working with elected officials to influence Head Start legislation, raising community awareness of Head Start, and promoting National Head Start Awareness Month. The chapters are: (1) "Plan Your Marketing Campaign," including setting goals, implementing the campaign, and evaluating the program; (2) "Use the Media," including creating a positive impression when appearing on television, working with reporters, and responding to negative press; (3) "Develop Marketing Materials," such as printed and electronic materials; (4) "Work with Elected Officials," noting the cautions and concerns regarding lobbying; (5) "Raise Community Awareness of Head Start," focusing on fund raising through special events, developing a community workshop, developing an annual report, and including Head Start children in promotions; and (6) "Promote National Head Start Month." (KB)

ED 423 958 PS 026 804

Dowd, Thomas P.; Peter, Val J.
The Lost Art of Rewarding Children: A Description of Boys Town's Approach to Rewards and Other Behavioral Teaching Methods. Boys Town National Family Home Program Informational Series, Volume No. 101.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; Child Rearing; *Children; *Incentives; Interpersonal Relationship; Parent Child Relationship; Parent Materials; Parent Responsibility; Parent Role; Parenting Skills; *Positive Reinforcement; Praise; Problem Solving; *Rewards; Social Reinforcement; Teaching Methods
IDENTIFIERS- Boys Town NE; Parenting Styles; *Point System

The point system used at Boys Town is often misunderstood, but the approach is a middle ground between two extremes: one relying on classical behavior modification, the other, rejecting behavior as a starting place for helping children get better. There are two major characteristics of the Boys Town approach: (1) teaching skills, such as problem-solving and following instructions; and (2) building relationships. The point system is designed to be used only at the start and should be faded as skills are developed and shaped. When point systems are used as the main focus, they become nontherapeutic and possibly harmful to children. When used properly, extrinsic rewards can hold a youth's attention long enough to stop a behavior so that he or she can rediscover the intrinsic reward of success in school. There are several reasons why rewards may not work. Every child, at some time, lacks motivation or confidence to engage in certain skills or activities. Rewards can provide the incentives needed. Concrete, specific reasons that make sense to the child also need to be given for desired behavior. Justifiable paternalism in teaching plays a role in findings from earlier reports. (JPB)

ED 423 976 PS 026 892

Maxwell, Kelly; Bryant, Donna; Keyes, Lynette; Bernier, Kathleen
Kindergartners' Skills in Smart Start Counties in 1995: A Baseline from Which To Measure Change.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counties; Family Programs; Health Services; Integrated Services; Kindergarten; *Kindergarten Children; Learning Readiness; Partnerships in Education; *Preschool Teachers; Primary Education; Program Evaluation; *School Readiness; State Programs
IDENTIFIERS- *Baseline Data; Baseline Statistics; North Carolina; *Smart Start NC

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under 6 years and their families with the aim of ensuring that all children are healthy and prepared to succeed as they enter school. This study examined the baseline skills of a representative sample of kindergartners in the 43 counties participating in Smart Start. Participating were 858 kindergarten teachers who rated 3,782 kindergartners on their pre-academic and social skills, estimated the number of children who were not ready at school entry to participate successfully, listed the characteristics necessary for kindergarten-readiness, and provided information on each child's poverty status and previous child care. Baseline findings are presented for the overall sample as well as for each county separately. Overall findings indicated that 18 percent of kindergartners were not ready at school entry to participate successfully. Although children's individual skill levels varied, the average child had many skills in the fall of kindergarten. Forty-two percent of children were from low-income families, with poor children less ready for school than children from more affluent families. Fifty-four percent of the children attended organized child care prior to school entry, with such participation associated with better school readiness. Teachers identified the following as the most important characteristics necessary for a children to be ready to attend kindergarten: listens and pays attention, good social skills, follows directions and instructions, basic knowledge, and good language and communication skills. (Copies of the data collection instruments are appended.) (Author/KB)

ED 423 977 PS 026 893

Maxwell, Kelly; Bryant, Donna; Bernier, Kathleen
Child Care in the Pioneer Partnerships, 1994 and 1996.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Comparative Analysis; *Day Care; *Day Care Centers; Early Childhood Education; Family Programs; Health Services; Integrated Services; Partnerships in Education; Program Evaluation; State Programs; *Young Children
IDENTIFIERS- North Carolina; *Smart Start NC

Smart Start is North Carolina's partnership between state shared it with the students for their approval. The writing prompt and task were presented to the students with the rubric present; results were shared with each student during a teacher-student conference. The prompt writing task was replicated 4 weeks later. The results of the project indicated that students were extremely comfortable and confident with the prompt and rubric. Many students wanted to meet the criteria for good writing. Both students and the teacher were able to use the rubric during daily writing activities. Scores on the writing task improved over the 4-week period for most students. The use of the rubric was judged appropriate for kindergartners during the second half of the school year. (The writing rubric and examples of the writing prompts are appended. Contains 20 references.) (KB)

ED 423 996 PS 026 949

Garthe, William; McDonald, Maureen; Poremba, Kelly; Schmidt, Colleen; Summers, Paula
Improving Student Social Skills.
PUB DATE- 98
NOTE- 79p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; Change Strategies; Conflict Resolution; Grade 7; Grade 8; *Interaction Process Analysis; *Interpersonal Competence; Junior High Schools; Middle Schools; Program Effectiveness; *Prosocial Behavior; Sensitivity Training; Social Desirability; *Student Behavior
IDENTIFIERS- Behavior Analysis; *Middle School Students; *Social Skills Training

This action research project evaluated a program to reduce inappropriate behavior and maximize prosocial skills. The program involved development and implementation of cooperative learning, weekly prosocial lessons, a conflict resolution program, and a community service project. The target population consisted of 240 seventh and eighth grade middle school students in a rural agricultural community. The data collection strategies used to assess the program outcomes included a teacher observation checklist, before/middle/after social skills surveys from students, before/middle/after social skills surveys from teachers, office discipline referrals, teacher journals, discipline referrals to parents, and student reflection. Analysis of probable causes indicated that poor societal influences, unclear value focus, and breakdown of family structure negatively impact student behavior. Further, lack of educational focus on social skills and insufficient intrapersonal and interpersonal skills also contribute to problems in behavior. To determine the degree of change, researchers used surveys, checklists, observations, and administrative records to compare results with information gathered from the previous year. Post-intervention data indicated that direct instruction of prosocial skills, the provision of application opportunities, and the development of empathy awareness resulted in a decrease of inappropriate behavior. (Seven appendices include a Student Survey, a Conflict Resolution Unit, and the Teacher Observation List for Inappropriate Behaviors. Contains 23 references.) (JS)

ED 423 997 PS 026 952

maternal behavior did not contribute to the prediction. (Contains 33 references.) (Author/EV)

ED 424 013 PS 026 983

Dincer, Caglayan; Guneysu, Sibel
Examining the Permanence of Education in Solving Social Problems.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual European Early Childhood Education Research Association (EECERA) Conference (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Followup Studies; Foreign Countries; *Instructional Effectiveness; *Interpersonal Competence; Outcomes of Education; Preschool Children; Preschool Education; Pretests Posttests; Problem Solving; Program Effectiveness; *Skill Development
IDENTIFIERS- *Long Term Effects

This study examined the permanence of the effect of education given to preschool children on solving their social problems. In previous research, 74 children completed pre-tests measuring problem-solving skills and then approximately half participated in a 14-week educational program on social problem-solving. Post-test results indicated an increase in the problem-solving skills of the experimental group. In this study, the post-test was administered again to the children one year later. Although the differences between the two groups of children were significant on the first post-test, they were not significant on this post-test. An increase in scores was found for the control group children, while a significant decrease in test scores was found for the experimental group, resulting in equal scores for both groups. Results suggested that social problem-solving education needs to be continuous. (Includes author abstracts in French and Spanish. Contains 19 references.) (EV)

ED 424 014 PS 026 985

Johnson, Suzanne Clark; Baratka, Talley V.; Wood, Lisa
Quality Child Care in Virginia. Critical Issues in Child Care. White Paper 1.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Caregivers; *Day Care; *Day Care Effects; Early Childhood Education; Economically Disadvantaged; Parent Participation; *Program Improvement; Training
IDENTIFIERS- Child Care Costs; Child Care Needs; *Day Care Quality; Virginia

This paper on child care is one of four to be published by the Action Alliance for Virginia's Children. The papers are based on the most comprehensive data available on child care in Virginia, recent scholarly research from both social science and neuroscience, and the best judgment of leading professionals in the fields of education and child development. This paper asserts that high-quality child care is not a luxury, but rather a requirement if Virginia's children are going to grow up healthy, ready to learn, and able to interact successfully with other people. The paper states that high experiences. The nine chapters of the manual address topics ranging from the basis of conflict resolution education to how to develop a specific curriculum. Part 1, "Before You Begin," contains these chapters: (1) "Why Teach Conflict Resolution to Young Children?"; (2) "How Young Children Make Sense of Conflict Resolution"; and (3) "Concepts and Skills Underlying Conflict Resolution." Part 2, "Teaching Conflict Resolution with 'Best Day of the Week,'" contains these chapters: (4) "Skills and Ideas Embedded in 'Best Day of the Week'"; (5) "Using 'Best Day of the Week' to Talk about Conflict Resolution"; (6) "Teaching Specific Skills: Conflicts and How They Get Worse"; and (7) "Teaching Specific Skills: Conflicts and How They Get Better." Part 3, "Creating a Conflict Resolution Program," contains these chapters: (8) "The Win-Win Classroom: A Total Approach"; and (9) "Resources for Building a Conflict Resolution Curriculum." (EV)

ED 424 031   PS 027 017

Katz, Lilian G.; Chard, Sylvia C.
Issues in Selecting Topics for Projects. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Active Learning; Class Activities; Classroom Techniques; *Discovery Learning; Elementary Education; *Experiential Learning; Integrated Curriculum; Learning Activities; Preschool Education; Student Motivation; *Student Projects; Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- ERIC Digests; *Project Approach (Katz and Chard); *Topic Selection

Unlike units and themes in the early childhood and primary curriculum, projects are defined as children's in-depth investigations of various topics--ideally, topics worthy of the children's time and energy. As increasing numbers of teachers and school districts incorporate project work into their curriculum, questions have been raised about what to consider when selecting project topics. This Digest addresses the main issues and suggests a list of topic selection criteria. General factors to consider in selecting topics include: (1) characteristics of the particular group of children; (2) the geographic context of the school; (3) the school's wider cultural community; (4) the availability of relevant local resources; (5) the topic's potential contribution to later learning; and (6) the teacher's own knowledge of the topic. Using children's interests as a starting point in topic selection may lead to choosing appropriate topics, but this approach also presents several potential pitfalls. There are also problems associated with choosing exotic or fanciful topics. A topic is appropriate if: (1) it is directly observable in the children's own environments; (2) it is within most children's experiences; (3) first-hand direct investigation is feasible and not potentially dangerous; (4) local resources (field sites and experts) are favorable and readily accessible; (5) it has good potential for representation in a variety of media; (6) parental participation and contributions are likely, and parents can

Development; Democratic Values; Disadvantaged; Elementary Education; Empowerment; Evening Programs; Foreign Countries; *Nontraditional Education; Poverty; Relevance (Education); *Rural Development; *Rural Education; Rural Youth; *School Community Relationship; Sustainable Development; Technology Education; Womens Education
IDENTIFIERS- *India (Rajasthan); Program Replication; Self Reliance

Tilonia, a typical rural village of the State of Rajasthan (India), is home to the Social Work and Research Centre (SWRC). Since 1972, SWRC has brought educational services, safe drinking water, health care, and employment to villages in the area. It has started 150 night schools in 89 villages, where children who work during the day develop literacy and numeracy skills in an environment that values village culture, local history, and skills relevant to the area. This report describes the history, philosophy, practices, and innovations of the SWRC, the "Barefoot College." Sections discuss: (1) founding and early dilemmas; (2) the decision to move from reliance on "professional" expertise to working with the poor, for the poor; (3) nonnegotiable values of this "barefoot" approach--equality, collective decision making, self-reliance, decentralization, and austerity in thought and action; (4) development of night schools for poor children; (5) emphasis on girls' education; (6) selection and training of teachers; (7) role of the village education committee; (8) structure of the Barefoot College, which encompasses two campuses in Tilonia and various field centers; (9) self-employment training programs for rural youth; (10) programs on water and pump mechanics, community health, technology dissemination, solar energy, women's education, and rural industries and handicrafts; and (11) program replication in other parts of India. (SV)

ED 424 048 RC 021 694

Cavaye, Jim; Shaffer, Ron; Wraith, Sandra
The Use of Community Services by Rural Families in Wisconsin. Staff Paper 97.4.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (USDA), Washington, DC.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Services; Day Care; Employment; *Family Characteristics; Health Services; Predictor Variables; Public Policy; Rural Areas; *Rural Family; Telephone Surveys; Welfare Services; *Well Being
IDENTIFIERS- Family Community Relationship; Family Support; *Service Utilization; *Wisconsin

Families cope with economic and social changes by (consciously or unconsciously) choosing behaviors that make up an overall economic "survival strategy." Hypothesized elements of the household survival strategy are formal and informal work, use of household resources, and use of community services. Government policies on rural and community economic development have largely overlooked family decision making. To inform policy, a telephone survey of 1,611 families in 52 nonmetropolitan Wisconsin counties examined household characteristics as predictors of use of community services and assistance. Household characteristics included nature of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Adventure Education; *Behavior Change; *Experiential Learning; *Feedback; Foreign Countries; *High Risk Students; Leadership Styles; Models; Program Development; Secondary Education; Secondary School Students; Student Behavior; *Wilderness
IDENTIFIERS- Australia (New South Wales)

This paper briefly describes development of an Australian wilderness program for at-risk and problem students and outlines the "wilderness enhanced" model on which it is based. In the late 1980s, the New South Wales Department of School Education developed a wilderness intervention for adolescents with a history of school behavior problems. A 6-day pilot program was deemed a success based on informal observations and content analysis of pre- and post-program evaluative discussions with participants. Subsequently, the South Coast Wilderness Program was born, and the wilderness enhanced model was developed as the theoretical basis for using a wilderness experience as a catalyst for attitude and behavior change in adolescents. The model is based on three key concepts: disequilibrium and tension resulting in a change in perception, metaphors to explore new meanings, and debriefing or processing the experience. Implementation depends on the leader's interactional style, which focuses participants on finding questions, experiencing disequilibrium and the metaphor, and processing the experience. To this end, the leader uses "nondirect intervention"--feedback that accentuates tension as participants face the inevitability of taking action. Strategic nondirect intervention aids in the management of group dynamics, empowers participants, and creates the freedom for constructive failure. Consistent and informed feedback during long-term followup further refines and extends the lessons learned in the wilderness. Various evaluations have provided quantitative and qualitative evidence of program success. (Contains 16 references.) (SV)

ED 424 066 RC 021 715

Shackles, Tom
Dealing with Religious Issues in Adventure Therapy.
PUB DATE- 98
NOTE- 8p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; Beliefs; *Experiential Learning; Foreign Countries; Holistic Approach; Individual Development; Religion; *Religious Education; Values
IDENTIFIERS- *Adventure Therapy; *Spiritual Development; Spiritual Needs

This paper explores different responses to "religious" questions raised within adventure therapy programs. Religious education contributes to adventure therapy by enabling an adequate handling of the issues raised within participants' consciousness by adventure experiences. The belief issues

Even Start projects but are affected by the special circumstances and needs of migrant families; 26 MEES projects have been funded since 1989 and 13 are currently operating. This resource guide offers steps, strategies, and tools for establishing and implementing a MEES project. Chapters cover: (1) unique characteristics and needs of migrant families; (2) the fundraising process, including typical application requirements; (3) designing and managing a project (assessing needs, establishing goals, choosing a project model, staffing, budgeting, involving parents); (4) locating, recruiting, and retaining migrant families in the project; (5) forming collaborative partnerships with other agencies serving migrant families; (6) curriculum development, instructional strategies, and assessment of participant progress; (7) professional development; and (8) project evaluation. A conclusion summarizes major ideas and strategies and recommends methods of capacity building--building strong effective projects that will continue beyond the 4-year funding cycle. Appendices include contact information for state Migrant Education Program directors, state Even Start coordinators, comprehensive regional assistance centers, and other migrant and family literacy resources; many sample forms; and legislative and regulatory text from the Federal Register. (Contains 44 references.) (SV)

ED 424 083   RC 021 734

Horne, Esther Burnett; McBeth, Sally
Essie's Story: The Life and Legacy of a Shoshone Teacher. American Indian Lives.
PUB DATE- 98
NOTE- 256p.; Funded in part by grants from the Claire Garber Goodman Fund of Dartmouth College, University of Northern Colorado Research and Publications Board and Graduate School, Minnesota Historical Society, and Newberry Library.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; Autobiographies; *Boarding Schools; *Educational Experience; Educational History; Educational Practices; Elementary Secondary Education; Females; Oral Tradition; Personal Narratives; Student Experience; *Teachers; *Teaching Experience
IDENTIFIERS- Sacajawea; Shoshone (Tribe); *Wahpeton Indian School ND

The life story of Esther Burnett Horne records the memories and experiences of a Native woman born in 1909, who was both pupil and teacher in Bureau of Indian Affairs boarding schools. An introduction by Sally McBeth examines methodological and cultural concerns of collecting and co-authoring a life history. In Chapter 1, Essie begins with oral traditions about her ancestor Sacajawea, whose life she uses to make sense of her own. Chapter 2 covers the runaway marriage of her Scottish-Irish father and Shoshone mother, early family life homesteading in Idaho, her parents' appreciation of both their cultures, and early education in a one-room school. After the death of her father, Essie and her siblings were sent to Haskell Indian Institute (Kansas), where Essie attended high school and junior college. Chapter 3 describes socialization at Haskell, military routine, physical layout of the campus, academic instruction, weekend activities, significant teachers, and the "outing system"--summer employment in White homes. Chapter 4 describes Essie's first teaching position at Eufaula

*Learning Theories; Lecture Method; *Mnemonics; Science Curriculum; Secondary Education; *Solar System; Student Attitudes

This study evaluates the effectiveness of a mnemonic approach to teaching about the solar system to non-leveled Grade 9 students versus a traditional outline format. A mixture of 54 regular and special education students participated in the control group receiving facts about the solar system through lecture and transparencies and recorded the information into an outline format. The experimental group of heterogeneous students (N=47) received the same facts in lecture and recorded the notes into a mnemonic format. Findings indicate that the students receiving the mnemonic instruction enjoyed the change and would use it in the future. It is recommended that future studies be done on mnemonic strategies of instruction. (Contains 44 references.) (Author/DDR)

ED 424 104 SE 061 824

Sadovskii, L. E.; Sadovskii, A. L.
Mathematics and Sports. Mathematical World. Volume 3.
PUB DATE- 93
NOTE- 152p.; Translated from the Russian, "Mathematics and Sports," Moscow, 1985, by S. Makar-Limanov.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Translations (170)
DESCRIPTORS- *Athletics; *Educational Games; Elementary Secondary Education; Higher Education; *Mathematics Activities; *Mathematics Instruction; Olympic Games; Problem Solving; Teaching Methods; Team Sports; Track and Field

This volume contains some examples of mathematical applications in sports. Sports discussed include tennis, figure skating, gymnastics, track and field, soccer, skiing, hockey, and swimming. Problems and situations are posed and answers with thorough explanations are provided. Chapters include: (1) Mathematics and Sports; (2) What Is Applied Mathematics?; (3) Why Five Sets? (Mathematical Modeling of Tennis); (4) Those Judges!; (5) Records! Records!; (6) Linear Programming and Sports; (7) Game Models; (8) Organizing Competitions Is an Operations Planning Problem; (9) Classifications in Sports; and (10) Conclusion. (Contains 37 references.) (ASK)

ED 424 105 SE 061 825

Krantz, Steven G.
How To Teach Mathematics: A Personal Perspective.
PUB DATE- 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; *Mathematics Instruction; *Teacher Effectiveness; Teaching Methods

The purpose of this booklet is to set forth the traditional principles of good teaching in mathematics. This book is aimed at graduate students or novice instructors preparing to enter the teaching world. The first chapter titled "Guiding Principles," includes 16 subtitles such as respect, attitude,

Materials; *Investment; *Microeconomics; Social Studies
This book is designed to help advanced placement students better understand microeconomic concepts through various activities. The book contains 5 units with 73 activities, sample multiple-choice questions, sample short essay questions, and sample long essay questions. The units are entitled: (1) "The Basic Economic Problem"; (2) "The Nature and Functions of Markets"; (3) "The Theory of the Firm"; (4) "Factor Markets"; and (5) "The Role of Government." (EH)

ED 424 132 SO 028 434

Morton, John S.
Advanced Placement Economics. Teacher Resource Manual.
PUB DATE- 96
NOTE- 597p.; For the student activities, see SO 028 432-433.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement; Capitalism; Decision Making; Economic Change; Economic Climate; *Economics; *Economics Education; Free Enterprise System; High Schools; Instructional Materials; *Investment; *Macroeconomics; *Microeconomics; Social Studies; Teaching Guides
This book, in conjunction with the student activities books for macroeconomics and microeconomics, is designed for teaching the Advanced Placement Economics course. The book contains five units for the microeconomic portion and six units for the macroeconomic portion of the text. Along with the many activities are sample multiple-choice questions, sample short essay questions, and sample long essay questions. The units for the microeconomic section are entitled: (1) "The Basic Economic Problem" (5 lessons); (2) "The Nature and Functions of Markets" (7 lessons); (3) "The Theory of the Firm" (8 lessons); (4) "Factor Markets" (5 lessons); and (5) "The Role of Government" (5 lessons). The units for the macroeconomic section are entitled: (1) "Basic Economic Concepts" (2 lessons); (2) "Measuring Economic Performance" (6 lessons); (3) "Aggregate Demand and Aggregate Supply: Fluctuations of Outputs and Prices" (5 lessons); (4) "Money, Monetary Policy, and Economic Stability" (4 lessons); (5) "Monetary and Fiscal Combinations: Economic Policy in the Real World" (4 lessons); and (6) "The United States in a Global Economy" (5 lessons). (EH)

ED 424 133 SO 028 469

Tora no Maki. Lessons for Teaching about Contemporary Japan.
PUB DATE- 96
NOTE- 127p.; For book 2, see SO 028 979.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Elementary Secondary Education; Foreign Countries; Geography; *Global Education; *Multicultural Education; National Standards; Social Studies; Teaching Guides
IDENTIFIERS- *Japan
"Tora no Maki" or "Scroll of the Tiger" is a teacher's guide designed to aid in teaching appropriate standards for social studies content and skills, using a contemporary focus on Japan's culture and economy. The 19 lessons are divided into three grade levels: elementary school, middle school, and high

a natural part of human interaction and development. The work of Lev Vygotsky is discussed in light of current understandings of human neurophysiology with attempt to identify the antecedents for unsatisfactory classroom social interactions that exacerbate the learning problems for the child with disabilities. The paper suggests ways for the classroom teacher to address these restraints and provide scaffolded instruction within the context of authentic, real-life situations over an extended period of time to allow the child to reformulate and renegotiate social realities. Contains 22 references. (EH)

ED 424 158 SO 029 223

Yunker, Barbara D.
Real Gender Differences: The Feminist's Fear.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Southeastern Meeting of the American Women in Psychology (Hilton Head, SC, October, 1995), and at the Annual Meeting of the American Women in Psychology (Pittsburgh, PA, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Females; *Feminism; *Feminist Criticism; Higher Education; Sex Bias; *Sex Differences; Sex Discrimination; Sex Stereotypes; Social Science Research; *Womens Studies

This paper presents a brief overview of behavioral and biological research that implicates real gender differences as a basis for stereotypical behavior patterns of men and women. A commentary follows that addresses the reactions to the findings by some feminist psychologists and by those feminists who advocate women's rights in the popular press and other media. The focus is on the potentially damaging results to women's causes already losing ground in some quarters of society. The popular feminist leaderships' refusal to acknowledge the research as useful and valid adds to a growing belief in many young women that the Feminist Movement is too radical and irrational for them. The paper concludes with suggestions for mitigating the negative backlash that is occurring as a result. Contains 15 references. (EH)

ED 424 159 SO 029 225

Whiddon, Tom; Wirth, Rex; Pool, Harbison
A Guide for Education in the Third Millennium.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (15th, Jackson, WY, October 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Culture Lag; Decision Making; Educational Philosophy; *Futures (of Society); Long Range Planning; Prediction; Public Policy; Science and Society; *Social Change; Trend Analysis

This paper examines the philosophical approaches to knowledge that have governed education and concludes that a new paradigm is needed for the new millennium. Education is subdivided into

Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Community; Democracy; *Democratic Values; *Educational Change; *Educational Environment; Educational Practices; Educational Trends; Elementary Secondary Education; *Foundations of Education; Futures (of Society); Moral Issues; *Moral Values; Political Issues; Politics of Education; Role of Education; School Role; Social Action; Social Change; Social Problems
IDENTIFIERS- Civic Values; Discourse; *Discourse Communities

This paper explores the notion of schools as sites of democratic and political struggle, and as "sites of possibility." The need for building community within the schooling experience is discussed in the first section, as well as the need for moral discourse instead of the traditional, technical, and instrumental educational discourse. The second section elaborates upon the importance of moral discourse, focusing on the needs to critique existing school arrangements and develop a utopian vision of possibility. This is followed by a section that outlines a position on practice within democratic schooling, focusing on sociocultural analysis. The last section connects the concepts of democracy, moral discourse, educational practice, and community, emphasizing the need for some involvement with the political notion of civic education and the fact that democracy is a struggle that needs to be fought face-to-face. (Contains 13 references.) (DLS)

ED 423 845 IR 019 066

Krawchuk, Cheryl
Meeting Software Needs of Public and Higher Education: A Collaborative Model.
PUB DATE- 98
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; College Seniors; Communication (Thought Transfer); Computer Assisted Instruction; Computer Science Education; *Computer Software Development; *Cooperative Programs; *Courseware; Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; Models; Public School Teachers; Student Needs; *Student Projects
IDENTIFIERS- Prototypes; Teacher Needs

This paper discusses the ongoing prototype of the Software Collaboration Model designed to meet the needs of both public and higher education. The model is based on instructional design principles and proposes that both public and higher education institutions can benefit through the collaboration of senior software design students and inservice public school teachers. Topics discussed include the rationale behind the

differences between any treatment groups. However, some strong data trends were observed. Recommendations for further research are included. (Contains 86 references.) (Author/DLS)

ED 423 861 IR 019 082

Shellnut, Bonnie; Savage, Timothy; Knowlton, Allie
Using the ARCS Model To Design Multimedia College Engineering Courses.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; Computer Assisted Instruction; *Computer Software Development; Computer Software Evaluation; Cooperative Programs; *Courseware; Engineering Education; Higher Education; *Instructional Design; *Learning Motivation; Models; *Multimedia Materials; Partnerships in Education; Relevance (Education); Satisfaction; Student Motivation; Theory Practice Relationship
IDENTIFIERS- *ARCS Model; Confidence; Instructional Systems Design; Keller (John); *Motivational Design

This paper describes how a Wayne State University (Michigan) multimedia design team is applying Keller's ARCS (Attention, Relevance, Confidence, and Satisfaction) Model of Motivational Design to the entire process of design, development, and evaluation of multimedia courseware. The ARCS Model has been applied to the prototype module and is being incorporated into all present and future modular designs. The design team is collaborating with faculty members from five universities to design and develop multimedia courseware for college engineering courses to be delivered at a National Science Foundation project located at a manufacturing facility. A brief summary of Keller's ARCS Model is presented. The primary emphasis of this article is the description of the computer-based instruction design process and resulting product design and features as they relate to the ARCS Model. Issues that continue to challenge the design team are also discussed. Tables and figures present: the interface of motivational and instructional design; motivational categories of the ARCS Model; the standard screen design for multimedia development; and menu bar options. (Contains 25 references.) (Author/DLS)

ED 423 862 IR 019 083

Small, Ruth V.; Sutton, Stuart; Eisenberg, Michael; Miwa, Makiko; Urfels, Claire
An Investigation of PreK-12 Educators' Information Needs and Search Behaviors on the Internet.
PUB DATE- 98
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) Sponsored by the Research and Theory Division (20th, St. Louis, MO, February 18-22, 1998); see IR 019 040.
LANGUAGE- English

of preparing the participants for the training to be completed by distance delivery. Also included in this phase was training on the use of electronic chat software and threaded discussion board techniques to be used by participants for interaction, communication, and collaboration during the distance delivery phase. Web page development was an essential part of the practicum component. By the end of the practicum, every represented school had a presence on the Web and every participant had a personal home page. Ten tables and figures illustrate findings. Appendices include county school district instructional faculty surveys, memos, sample post-test, printouts of technology for teachers web site, monthly instructional modules from web site, main pages of school web site collaboratory projects, technology for teachers discussion board, participant certificate, evaluation instrument, and electronic weekly activity log. (AEF)

ED 423 879 IR 019 110

Flowers, Rebecca, Ed.
School Technology Funding Directory: The K-12 Decision Maker's Guide to Federal and Private Funds, 1999-2000. First Edition.
PUB DATE- 98
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Corporations; *Educational Finance; Educational Resources; *Educational Technology; Federal Aid; *Financial Support; Information Sources; Private Sector; Reference Materials; State Aid
IDENTIFIERS- Technology Integration

This sourcebook provides educators with a comprehensive desktop reference to everything they need to identify and acquire funding for school technology programs. It documents hundreds of technology funding sources--federal, state, and local government agencies, corporate foundations, private endowments, and charitable organizations--all concisely and extensively indexed. The following is provided for each source: contact information, geographic area, restrictions, who is eligible, what is funded, financial information, and how to apply. The directory also features a special appendix guiding readers to organizations that assist schools with fundraising as well as companies that donate computer hardware and software. Additional appendixes cover prospect research, how to research and write winning grant proposals, and popular fundraising myths. (Contains a glossary of common fundraising terms.) (AEF)

ED 423 880 IR 019 112

Leu, Donald J., Jr.; Leu, Deborah Diadiun; Leu, Katherine R.
Teaching with the Internet: Lessons from the Classroom.
PUB DATE- 99
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Resources; Educational Technology; Elementary Secondary Education; Instructional Innovation;

editions of "Books for You" (a recommended reading list for high school students) published thirty-one years apart (1964 and 1995) to determine if the roles, settings, and importance of multicultural characters has changed in any way. The percentage of annotations was compared to United States Census population, including the following ethnic groups: African American, Native American, Asian/Pacific Islanders, Hispanic Americans, and those of mixed race. The results of the study show that the percentage of multicultural literature on this recommended reading list increased from 1964 to 1995 for all but Asian/Pacific Islanders. There was a dramatic increase in the number of books with settings in the United States. With the exception of Asian/Pacific Islanders, multicultural characters increased in importance. In general, the roles these characters occupied became somewhat less stereotypical, but not necessarily more varied. The results of the comparison to the United States Census were mixed, with some groups being overrepresented and others being underrepresented. A literature review is included. Data are represented in table form. Two appendices contain long and short forms of annotation coding sheets. (DLS)

ED 423 899 IR 057 201

Lichtenberg, Evelyn
Public Library Services and Outreach for the Homeless Population in Ohio.
PUB DATE- 98
NOTE- 38p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Community Information Services; *Homeless People; Information Dissemination; Information Networks; Library Extension; *Library Policy; Library Research; Library Role; *Library Services; *Outreach Programs; Program Descriptions; *Public Libraries; Referral; Rural Areas; Surveys; User Needs (Information)
IDENTIFIERS- *Ohio; Research Results

This investigative study, through a questionnaire survey, was conducted to determine if public libraries in Ohio saw a need for library programs/outreach to the homeless, and if, indeed, any libraries had a structured program to serve the special needs of the homeless population. One library from each Ohio county was selected through systematic random sampling. Respondents established that few libraries had a structured program/services for the homeless, yet service/resource information was available as needed. One third of the 62 respondents indicated an interest in attending a conference on library services for the homeless. The majority of responses were from rural libraries that reported that few, if any, homeless persons were located in their vicinity. In this study, references to the profile of homeless people and the growing number existing in deplorable conditions were taken from studies made by government and private sector agencies. The literature review cites reports and studies of library services for the homeless as well as library outreach programs networked with non-library agencies. The comments and suggestions of the survey respondents reflected an overall interest in pursuing a study and implementation of programs/services for the homeless. Two appendices contain copies of the questionnaire and accompanying cover letter. (DLS) second semester at PGCC. In terms of student achievement, 30% of the 1995 entering students had transferred or attained sophomore status in good academic standing 5 years after entry to PGCC. Low rates of program completion may be attributed to the majority part-time status and individual student conflicts. After 5 years, seven percent of the students had graduated, and only one percent had graduated within 2 years of entry to PGCC. Approximately one in eight students transfer to a 4-year school within 4 years, and about half achieve GPAs between 2.00-2.99. The highest pass rates for certification exams in 1995 were in radiography and respiratory therapy, while the lowest were in nuclear medicine and health information technology. (YKH)

ED 423 919 JC 980 077

Mende, Richard
Hypotheses for the Virtual Classroom: A Case Study.
PUB DATE- 98
NOTE- 11p.; Paper presented at the IT97 Conference, "An Educational Technology Coordinating Committee Event" (Ontario, Canada, May 28-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Course Evaluation; *Distance Education; Educational Strategies; Educational Technology; Electronic Publishing; Independent Study; *Internet; Learning Strategies; Learning Theories; Listservs; Student Attitudes; Student Characteristics; Student Role; Teacher Role; Two Year College Students; Two Year Colleges; *World Wide Web
IDENTIFIERS- *HTML

In order to assess the feasibility of a technologically enhanced education delivery, a Canadian community college offered an online course on HTML authoring. The instructor designed a Web site, which functioned as the "textbook", and updated it periodically according to lesson plans and student feedback. An electronic mailing list fostered communication among the students and instructor, who posted most messages regarding maintenance and technical issues. Levels of participation for the 14 students varied, with only half completing the final project: to produce a personal Web page. According to the course evaluation, some learners adapted readily to the fluid learning environment, but others were less self-directed and needed more structure. However, all students deemed the course's flexibility a very positive aspect, as each was employed and could complete course work at his/her own convenience. The instructor's dedication and knowledge was also praised, indicating that online teachers need the same qualities for success as in a traditional classroom, and probably more commitment since there are no designated class hours. The course demonstrated that not all students thrive in a virtual classroom, but it offers a unique fluidity and versatility advantageous to many. (Contains 26 references.) (YKH)

ED 423 920 JC 980 385

Henry, Thomas C.; Lovejoy, William H.
Report to Joint Education Committee, Wyoming Legislature.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English

*Motivation; School Safety; Social Bias; *Social Influences; Stereotypes; *Student Attitudes; Surveys; Two Year Colleges; *Violence
IDENTIFIERS- *Hate Crime

This paper discusses three aspects of bias crimes against sexual minorities: (1) perpetration rates among young adults; (2) perpetrators' motivations; and (3) factors that prevent some people from committing hate crimes. In an anonymous survey of 484 students at 6 community colleges: one in 10 respondents admitted physical violence or threats against presumed gay men or lesbians, and another 24% reported anti-gay name-calling. Assailants tended to be young men in groups who assaulted largely in response to environmental pressures. In particular, a rigid gender code seemed to encourage physical punishment of gender deviance. Four distinct motivations were found to underlie anti-gay violence: self defense, ideology, thrill seeking, and peer dynamics. These impetuses may also apply in hate crimes against racial and religious minorities and women. Due to the environmentally driven nature of most anti-gay bias crimes, educational campaigns within primary and secondary schools are an essential avenue for prevention. In the absence of positive images of minorities in school curricula, negative stereotypes proliferate. These, in turn, foster both bias crimes in the wider community and a climate of pervasive harassment and violence against students who are perceived as deviant. (Contains five tables.) (EMH)

ED 423 940 JC 980 446

Dance-Bennink, Terry; Kincaid, Kate; Groombridge, Tracy
Faculty-led Teams: Key Success Factors.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the League for Innovation in the Community College (Dallas, TX, June 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Faculty; *Community Colleges; Cooperative Learning; *Educational Change; *Faculty Development; Foreign Countries; Institutional Evaluation; Institutional Mission; *Organizational Development; Program Implementation; *Teamwork; Two Year Colleges
IDENTIFIERS- Sir Sandford Fleming College ON

Sir Sandford Fleming College in Ontario, Canada is in the process of transforming itself from a teaching-based college to a student-centered organization. Faculty-led teams are a critical element in this transformation. With active support from its faculty union, Fleming has reduced its administrative ranks by one-third and created a host of teams led by faculty members. In this conference presentation, Fleming staff review the following topics: (1) the background and context that led to the redesign of the college in 1995; (2) the principles behind the model supported by both management and the faculty; (3) the importance of teams and consensual decision-making in a learning-centered college; (4) a case study of the experience of one academic center from the viewpoint of its leader (also a faculty union executive member); (5) support staff roles; and (6) accountability measures such as key performance indicators and 360-degree performance evaluation. (AS)

ED 423 941 JC 980 447

the Boys' Town system. The model of care at Boys Town has three phases; (1) a child comes to Boys Town with their life out of control; (2) caregivers help children gain control by teaching skills and how to build relationships; (3) young people are progressively in charge of their own lives. The behavioral-shaping program is always family-centered. (Author/KB)

ED 423 959   PS 026 805

Dowd, Thomas P.
Reactive Aggression: Understanding and Helping Children Who Respond to Others with Aggressive Behavior. Boys Town National Family Home Program Informational Series, Volume No. 103.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; Behavior Change; Behavior Modification; *Behavior Problems; Change Strategies; Child Rearing; *Children; Discipline; *Parent Child Relationship; Parent Materials; Peer Relationship; Responses
IDENTIFIERS- *Reactive Behavior

This Boys' Town paper for parents examines the reactive aggression of children who respond aggressively to what they view as provocation. The paper differentiates between reactive and proactive aggression by presenting examples of each. Factors that can increase aggression in families are noted, including punishment acceleration, crossover, counterattacks, continuance, synchronicity, multiple effects, and issue transfer. The paper argues that it is important to identify which contingencies are present in the family and find ways to change the interactions so that alternative behaviors are used and aggression is not promoted. Several effective methods are detailed for promoting positive alternative behaviors, including giving a consequence, giving simple instructions, using empathy to show understanding of the child's feelings, giving an other-centered rationale, and giving a statement of the seriousness of the offense. The paper discusses types of distorted thinking that can lead to reactive aggression, including filtering, overgeneralization, mind-reading, personalization, control fallacies, fallacy of fairness, blaming, and heaven's reward fallacy. Methods to help children change distorted thinking are then detailed, including describing the situation or event, helping the child identify his or her thoughts, changing the distortion, and using thought-stopping. The paper concludes that preventive teaching and teaching children the difference between their emotions and their behavior are methods to help children deal with situations that often lead to aggression, such as teasing, getting criticized, and being rejected. Adults can also help the child remain calm in difficult situations. (KB)

ED 423 960   PS 026 806

Peter, Val J.
Respecting the Rights of Others in a Violent Society: A Public Policy Perspective. The Need for a Concerted Effort To Teach Children Respect for People and Property. Boys Town National Family Home Program Informational Series, Volume No. 104.
PUB DATE- 96

government and local leaders, service providers, and families to better serve children under 6 years and their families with the aim of ensuring that all children enter school healthy and prepared to succeed. This study examined child care centers in Smart Start counties, focusing on the services provided, teacher education and training, and quality. Data were gathered in 1994 and 1996 through classroom observations and interviews with child care directors. Included were both partnership-nominated centers involved in local Smart Start child care quality improvement efforts and randomly selected centers to measure overall quality of care in each partnership community and to provide a comparison with the nominated sample. The two samples were not significantly different on any child care variable so results were combined. The Early Childhood Environment Rating Scale was completed in one randomly selected preschool classroom at each center. The findings indicated that more child care centers in the pioneer partnerships were providing higher quality care in 1996 compared to 1994. Centers in the 1996 sample were also more likely to employ better educated teachers, provide developmental screenings, and enrolled children with disabilities or from low-income families, suggesting that Smart Start partnerships have improved the quality and quantity of child care services for preschoolers. However, most centers provided average or mediocre quality care. Teacher compensation and turnover rates did not change between 1994 and 1996. (Detailed information regarding child care center characteristics is appended.) (Author/KB)

ED 423 978   PS 026 904

Roberts, W. Alan
Cooperative Learning, Its Relevance to Teachers Wishing To Successfully Implement the Primary Years' Programme of the IB.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Conference of the Swiss Group of International Schools (Interlaken, Switzerland, March 13-15, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Cognitive Development; *Constructivism (Learning); *Cooperative Learning; Educational Theories; *Elementary Education; Foreign Countries; Learning Experience; Learning Theories; Piagetian Theory; Theory Practice Relationship
IDENTIFIERS- *Social Constructivism; Vygotsky (Lev S)

Constructivist theory asserts that children learn through interaction with and adaptation to their environment. Social constructivism emphasizes social interaction in learning, particularly language and the use of language in interaction between the student and his peers or an adult. This paper discusses the relevance of social constructivism, based on the work of Vygotsky, to a constructivist, Piagetian theory-based primary years education program. After describing the constructivist and social constructivist theories of child development and offering several principles derived from these theories which should be borne in mind when organizing a primary classroom, the paper discusses some details of a specific primary program's pedagogy and how it incorporates a constructivist approach. The paper next describes how social constructivism can be applied to encourage collaboration and

Hauser, Robert M., Ed.; Brown, Brett V., Ed.; Prosser, William R., Ed.
Indicators of Children's Well-Being.
PUB DATE- 97
NOTE- 508p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Behavior Problems; Child Health; Child Welfare; Children; Demography; Early Childhood Education; Elementary Secondary Education; *Evaluation Criteria; Family Characteristics; Family Financial Resources; Policy Formation; Program Improvement; Public Policy; Social Development; Social Sciences; Social Services; *Well Being
IDENTIFIERS- *Indicators

Social scientists are concerned that many measures of children's physical and emotional health are inadequate, misleading, or outdated, leaving policymakers ill-informed. This book provides an inquiry into current efforts to monitor children from the prenatal period through adolescence. Working with the most up-to-date statistical sources, experts from multiple disciplines assess how data on physical development, education, economic security, family and neighborhood conditions, and social behavior are collected and analyzed, what findings they reveal, and what improvements are needed to create a more comprehensive and policy-relevant system of measurement. The chapters of the book are: (1) "Indicators of Children's Well-Being: A Review of Current Indicators Based on Data from the Federal Statistical System" (Brown); (2) "Criteria for Indicators of Child Well-Being" (Moore); (3) "Population Indicators of Prenatal and Infant Health" (Lantz and Partin); (4) "Health Indicators for Preschool Children, Ages One to Four" (Wolfe and Sears); (5) "Health Indicators for Preadolescent School-Age Children" (Starfield); (6) "Adolescent Health Indicators" (Elster); (7) "Indicators for School Readiness, Schooling, and Child Care in Early to Middle Childhood" (Phillips and Love); (8) "Indicators of High School Completion and Dropout" (Hauser); (9) "Postsecondary and Vocational Educations: Keeping Track of the College Track" (Kane); (10) "Indicators of Educational Achievement" (Koretz); (11) "Indicators of Children's Economic Well-Being and Parental Employment" (Mayer); (12) "Longitudinal Indicators of Children's Poverty and Dependence" (Duncan and Moscow); (13) "Parental Employment and Children" (Smith, Brooks-Gunn, and Jackson); (14) "Demographic Change and the Population of Children: Race/Ethnicity, Immigration, and Family Size" (Hogan and Eggebeen); (15) "Family Structure, Stability, and the Well-Being of Children" (Sandefur and Mosley); (16) "The Influence of Neighborhoods on Children's Development: A Theoretical Perspective and a Research Agenda" (Furstenberg and Hughes); (17) "Potential and Problems in Developing Community-Level Indicators of Children's Well-Being" (Coulton); (18) "Indicators of Positive Development in Early Childhood: Improving Concepts and Measures" (Aber and Jones); (19) "Indicators of Problem Behavior and Problems in Early Childhood" (Love); (20) "Positive Indicators of Adolescent Development: Redressing the Negative Image of American Adolescents" (Takanishi, Mortimer, and Timothy McGourthy); (21) "The Status of Adolescent Problem Behavior Indicators" (Kennedy and Prothrow-Stith); (22) "Potential and Problems in Developing Indicators on Child Well-Being from Administrative Data" (George); (23) "Context and Connection in Social Indicators: Enhancing What We Measure and Monitor" (Miringoff and Miringoff); and (24) "Children in Dire Straits: How Do We Know Whether We Are Progressing?" (Prosser and Stagner). Each standards, well-educated and well-compensated staff, and strong involvement of parents are as key to quality in early childhood education and care as they are for older children in formal school settings. Topics covered by the paper include: (1) research on early childhood programs, school success, and social adjustment; (2) impact of quality child care on economics; (3) quality child care and disadvantaged children; (4) lack of quality early childhood programs; (5) myths regarding child care; (6) what is quality child care? (including discussions of staff-child ratios, staff qualifications, and the vital role of parents); and (7) licensing and accreditation. The paper concludes with eight recommendations for improving child care, including increasing support from various public and private sectors for quality enhancements, especially higher wages and benefits for providers, and coordinating and streamlining licensing regulations. (EV)

ED 424 015 PS 026 986

Hernandez, Donald J., Ed.; Charney, Evan, Ed.
From Generation to Generation: The Health and Well-Being of Children in Immigrant Families.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.; Carnegie Corp. of New York, NY.; Grant (W.T.) Foundation, New York, NY.; Rockefeller Foundation, New York, NY.; California Wellness Foundation.
PUB DATE- 98
NOTE- 334p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; At Risk Persons; Child Development; *Child Health; *Child Welfare; *Childhood Needs; Demography; Health Needs; Health Services; *Immigrants; *Minority Group Children; Public Health; Public Policy; Social Science Research; Social Services; Socioeconomic Background; Well Being

One of every five children under age 18 living in the United States is an immigrant or has immigrant parents. The majority of these children are of Hispanic or Asian origin and, as such, are contributing to the growing racial and ethnic diversity of the U.S. child and youth population. Because of the long-term importance of children in immigrant families to the American economy and society, the Committee on the Health and Adjustment of Immigrant Children and Families was appointed to conduct a study intended to: (1) synthesize and supplement the relevant research literature and provide a demographic description of children in immigrant families; (2) clarify what is known about the development of children in immigrant families regarding the risk and protective factors associated with differential health and well-being of different immigrant groups and the delivery of health and social services to these groups; and (3) assess the adequacy of existing data and make recommendations for new data collection and research needed to inform and improve public policy and programs. Following an executive summary, Chapter 1 of this resulting report, "Children in Immigrant Families," discusses the charge and scope of the study, the policy and scientific contexts, terminology and analytical distinctions, and the organization of the report. Chapter 2, "Socioeconomic and Demographic Risk," describes general childhood risk factors and risk factors specific to children in become involved; (7) it is sensitive to the local culture as well as culturally appropriate in general; (8) it is potentially interesting to many of the children, or represents an interest that adults consider worthy of developing in children; (9) it is related to curriculum goals and standards of the school or district; (10) it provides ample opportunity to apply basic skills; and (11) it is optimally specific--not too narrow and not too broad. (LPP)

ED 424 032 PS 027 018

Massey, Marilyn S.
Early Childhood Violence Prevention. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Caregiver Child Relationship; Caregiver Role; *Child Abuse; Child Development; Conflict Resolution; *Early Childhood Education; Family Violence; Learning; Parent Child Relationship; Parent Education; Parent Role; *Prevention; Teacher Role; Teacher Student Relationship; *Violence; *Young Children
IDENTIFIERS- ERIC Digests; Shaken Baby Syndrome

Noting that all Americans are stakeholders in the quest to prevent violence in the critical early years, this Digest focuses on preventing violence in children's lives and suggests ways caregivers, parents, and teachers can reduce the damaging effects of violence. Even before a child is born, violence can have a profound effect upon its life. Studies show that battered pregnant women often deliver low birth-weight babies who are at risk for exhibiting developmental problems. Shaken baby syndrome, the shaking of an infant or child, can be devastating and result in irreversible brain damage, blindness, and even death. Violent children usually come from violent homes, where parents model violence as a means of resolving conflict and handling stress. Even if children are not abused physically themselves, they can suffer psychological trauma, including lack of bonding, from witnessing battering. Research also shows that chronic exposure to violence adversely affects a child's ability to learn. The relationship between violence and learning is significant because cognitive skills are crucial in terms of academic success, self-esteem, coping skills, and overall resilience. Parents, teachers, and other caregivers can practice specific steps to prevent violent behavior, including the following: (1) give children consistent love and attention; (2) ensure that children are supervised and guided; (3) model appropriate behaviors; (4) do not hit children; and (5) be consistent with rules and discipline. Directors of preschools and child care centers have an opportunity to address violence prevention in early childhood. Violence prevention methods that can make a difference in the lives of parents and young children include the following: (1) offer parenting classes that deal with effective parenting and child development; (2) conduct training for parents, expectant parents, and those who work directly with young children; and household (structure, size, presence of children, income, shared housing); employment variables; educational attainment and continuing education; economic options if unemployed; and other socioeconomic characteristics. Services and assistance included public health services; child care; community assistance with costs; welfare and other supplemental income; and housing assistance. The results indicate that households do a remarkable job of piecing together community services as part of their survival strategy, and that some community services play a critical role for younger, less economically secure households. Analysis suggests that the tendency to treat community development, social development, and economic development as separate policy spheres increases the risk of adverse or unintended consequences. Contains 48 references and 11 data tables and figures. (SV)

ED 424 049 RC 021 695

Behr, Chris; Lamb, Greg; Miller, Al; Sadowske, Sue; Shaffer, Ron
Building Community Based Initiatives in Rural Coastal Communities. Staff Paper 95.2.
PUB DATE- 95
NOTE- 26p.; Funded by the National Coastal Resources Institute.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Citizen Participation; *Community Development; Community Involvement; Community Planning; *Community Support; Conservation (Environment); *Participative Decision Making; Rural Development; *Rural Extension; Small Towns; *Wetlands
IDENTIFIERS- *Coastal Management; Consensus

In rural coastal communities, trade-offs between conserving and developing environmentally sensitive resources are acute. At the community level, part-time volunteers and citizen officials are asked to make complex decisions based on ambiguous and frequently contradictory "scientific" evidence of economic and environmental relationships. The conditions surrounding these decisions often are characterized by limited access to information and conflict about the choices available and their consequences. This paper summarizes one community's efforts to integrate technical and social-economic information in a series of educational events leading to informed community consensus about the use of the community's waterfront. In Oconto, Wisconsin, on Lake Michigan's Green Bay, the waterfront is a fragile wetland resource that could be used in several different and potentially conflicting ways. A University of Wisconsin extension team that has provided development assistance to the area for the past decade undertook to facilitate the community's discussions of competing options. The team moved away from the conventional model of community intervention to one featuring emergent and flexible design, cyclic process, synergy between external and indigenous knowledge, holistic approach, and inclusion of diverse interests. The project demonstrated that judicious use of community surveys; a "locally acceptable" facilitator; a local advisory committee; and the cyclic process of asking, listening, analyzing, and reporting can identify local preferences and generate community energy for specific options. Contains 23 references. (SV)

ED 424 050 RC 021 699

raised within adventure therapy can be divided into three categories of relationships: with self, with others, and with the natural world. The focus for examining these relationships can also be divided into three: clarification of the student's own beliefs, beliefs of the life-world or dominant group, and belief systems found within traditional religions. Examples are given of foci of attention and questions related to the types of relationships arising within the adventure education context. The outdoor leader or therapist may respond to religious questions in various ways: suppression of questioning, referral to other authorities, cooperation, or a holistic approach to adventure experience challenges and religious questioning. This latter approach puts the experience in a broader perspective, allows the group leader or therapist to deal with issues as they arise, and promotes holistic student development. (SAS)

ED 424 067 RC 021 716

Neill, James T.; Heubeck, Bernd
Adolescent Coping Styles and Outdoor Education: Searching for the Mechanisms of Change.
PUB DATE- 98
NOTE- 18p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Cognitive Restructuring; *Coping; Experiential Learning; Foreign Countries; High School Students; High Schools; *Outdoor Education; Stress Management; *Student Reaction; Well Being
IDENTIFIERS- Australia; Outward Bound

The coping responses of 251 Australian high school students involved in outdoor education programs were examined using a modified version of the Adolescent Coping Scale (ACS). Coping includes all strategies, whether cognitive, emotional, or physical, that a person uses to negotiate a stable balance between the internal psychological state and external stressors. The students, aged 14-15, participated in a 9- or 10-day Outward Bound program as a school requirement and later indicated which of the 79 coping strategies on the ACS had been used to handle problems encountered during the program. Findings show that adolescents reported a more productive coping profile during the outdoor education experience than adolescents in normative settings. Open-ended responses showed use of some coping strategies specific to the situation, such as thinking about home, writing in a diary, sharing concerns around the campfire, and going to bed early. The strongest predictor of psychological distress and decreased well-being was the use of nonproductive coping strategies such as ignoring the problem or wishful thinking. On the other hand, participants who reported using problem-solving strategies were more likely to experience positive mental states during the program. The study concludes that practitioners should help participants find positive and functional alternatives to nonproductive coping responses. (Contains 22 references.) (SAS)

ED 424 068 RC 021 717

Gordon, Sandy; Houghton, Steve; Edwards, Julie

project, participants, the precautionary measures taken to prevent either collaborating party's needs from being ignored, and the phases of the Software Collaborative Model (interest, equipment, program design, development, testing/training, and implementation). Findings from the initial prototype indicate that the model needs to be modified, giving more attention to communication between all involved parties, instructional design, and allowing for revisions of each step of the process; such modifications have been made, and a revised model is suggested. Two figures illustrating the initial prototype and the revised model are included. (DLS)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Content Analysis; Educational Planning; *Educational Resources; Elementary School Teachers; Elementary Secondary Education; *Information Seeking; Instructional Design; *Instructional Development; *Instructional Materials; *Internet; Lesson Plans; Preschool Education; Preschool Teachers; Secondary School Teachers; Tables (Data); Teacher Surveys; Use Studies; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- AskERIC; Gateway to Educational Materials; Technology Utilization

The Internet contains a vast array of educational resources, ranging from individual activities to whole curricula. This research study used content analyses and an electronic questionnaire to investigate how and why PreK-12 educators use information from the Internet for instructional design purposes in order to inform the design of an Internet-based system that provides one-stop, any-stop access to Internet-based educational materials. Results indicate that lesson plans are the most sought-after instructional resource on the Internet. The data also revealed that, although most respondents use the Internet for instructional planning, they often consult several resources (print, electronic, and/or human) and use or adapt the information to meet their specific instructional needs. Tables and figures present data related to: elements found in instructional resources; requested information in AskERIC questions; specified information in AskERIC questions; content areas represented by questionnaire respondents; sources of information used for instructional planning; top-rated preferred information sources for instructional planning by subject area; amount of Internet use for instructional planning by subject area; critical elements of Internet-based lesson plans; ease of Internet search; amount of relevant information found; and level of satisfaction with Internet search. (Author/AEF)

*Internet; Program Effectiveness; *Teaching Methods
IDENTIFIERS- *Technology Integration; Web Sites

This book shows teachers how to effectively integrate the Internet into the classroom, and illustrates how teachers are developing classroom communities filled with the excitement of learning and discovery. Each chapter begins with a story of how a talented teacher uses the Internet in the classroom and then discusses the lessons that can be learned from this experience. Chapters include: (1) "Welcome to the Internet"; (2) "Developing Navigation Strategies with Your Students"; (3) "Communicating on the Internet: E-mail, Mailing Lists, and Other Forms of Electronic Communication"; (4) "Effective Instructional Strategies: Internet Workshop, Internet Activity, Internet Project, and Internet Inquiry"; (5) "English and the Language Arts: Opening New Doors to Literature and Literacy"; (6) "Social Studies: A World of Possibilities"; (7) "Science: Using the Internet to Support Scientific Thinking"; (8) "Math: Thinking Mathematically on the Internet"; (9) "Special Ideas for Younger Children: Using the Internet in the Primary Grades"; (10) "Using the Internet to Increase Multicultural Understanding"; (11) "Including All Students on the Internet"; and (12) "Developing a Home Page for Your Classroom." Also included are over 30 e-mail messages from teachers around the world, describing the lessons they have learned from using the Internet. Many chapters provide listservs and newsgroups to put teachers in touch with other teachers facing the same challenges. Changes appearing in this edition are expanded coverage of and/or inclusion of: K-12 education, Macintosh and Windows-based platforms, both Netscape and Internet Explorer browsers, integrated instructional materials for teaching with the Internet, new central sites, time-saving strategies for search engines, citing Internet references, child safety strategies, new classroom scenarios, strategies to avoid the growing commercialization of Internet sites, photographs of teachers who share e-mail messages, and new Internet resources for teachers and children. (Contains a glossary and index.) (AEF)

ED 423 900 IR 057 202

Berendsen, Nicole M.
A Content Analysis of the Web Sites of the Fifty State Library Agencies of the United States of America.

PUB DATE- 98
NOTE- 50p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Design; Design Preferences; *Design Requirements; Hypermedia; Information Dissemination; Information Technology; Library Research; *State Agencies; *State Libraries; Statistical Analysis; World Wide Web
IDENTIFIERS- *Home Pages; Research Results; URLs; Web Pages; *Web Sites

To determine what content and design features may be included in the new design of the State Library of Ohio's World Wide Web site, the researcher conducted a content analysis of the World Wide Web sites of the fifty state library agencies, using the COSLA (Chief Officers of State Library Agencies) index as the access point. Specifically, content and design features were searched for to see if the current Web site of the State Library of Ohio resembles the Web sites of the other forty-nine state library agencies. A matrix of 28 criteria was prepared and searched for at each Web site. The results include a frequency table of the most common features found in these Web sites. Also discussed is a problem with the index of Web sites--listings on the COSLA site often led to state servers, outdated, or incomplete information, and many states had more than one site. Several Web site design recommendations for state library agencies are made. Seven tables illustrate criteria selection and explanation; selection of appropriate URL (Uniform Resource Locator); criteria frequency; and frequencies of OPAC links, telnet protocol use, interactive e-mail address, and Adobe Acrobat use. An appendix contains the data collection instrument. (Author/DLS)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Accountability; *Community Colleges; Educational Assessment; Educational Planning; *Educational Quality; Educational Technology; Governance; *Institutional Evaluation; Institutional Mission; State School District Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Wyoming Community College System

The Wyoming Community College Commission was established in 1951 as a result of a legislative act to extend the offering of higher education beyond the secondary level in qualified school districts. Seven community colleges were created by the Commission, resulting in a system that presently continues to serve thousands of citizens and their communities. This document consists of an October 1997 report from the Wyoming Community College System to the Joint Education Committee. It reviews the most recent study on the college system, performed in 1991 by MGT of America, Inc., which included a comprehensive management audit and educational needs assessment of each community college service district. This study helped clarify the missions of the community colleges and offered recommendations for future action. Also discussed in the body of this report are issues relating to governance, budget, programs, student transfer, dual enrollment, facilities, technology, partnerships, and current initiatives. The system aims to promote the delivery of high-quality, accessible, and affordable educational programs. Implementing strategic plan performance measures, promoting relationships, monitoring the effectiveness of technology, and documenting quality teaching and learning are directions to be pursued further in order to attain these goals. Tables of data cover transfer, headcount, enrollment, compensation, and costs. A map of outreach sites is provided. (KC)

California Community Colleges Family and Consumer Sciences: A Plan for the 21st Century Update, 1998.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 13p.; See ED 398 986 for the 1996 report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Community Colleges; *Consumer Education; Course Descriptions; Educational Assessment; Educational Finance; *Educational Objectives; Family Life Education; *Futures (of Society); Needs Assessment; Program Development; Program Improvement; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This update of the 1998 Plan for the 21st Century was designed to augment the California Community College Family and Consumer Sciences in the 21st Century packet, produced in 1996. It summarizes a variety of activities, products and events that have taken place over the past two years, and suggests resources and contacts for learning more about model programs and innovations. Priorities include improved curriculum and delivery systems, Partnerships for Excellence with students, staff development, integration and coordination programs, marketing, promotion and networking, articulation -2 2 2-, improved advocacy skills, aggressive analysis, and alignment of programs with school-to-career, CalWORKs, and economic development. A section on subject-specific priorities and strategies outlines the following disciplines: fashion, interior design/merchandising, lifespan-child development, nutrition and foods and hospitality. Other sections include Assessment of SCANS: Teaching Life Management in California Community Colleges; The Role of Life Management in Welfare Reform, and Innovative, Exemplary and Model Practices, which covers the above-listed disciplines. (Contains 19 references.) (AS)

NOTE- 11p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Attachment Behavior; *Change Strategies; *Children; Delinquency; Moral Values; Parent Child Relationship; Parent Materials; *Parenting Skills; Public Policy; *Stealing; Values Education; Violence
IDENTIFIERS- Coercive Behavior; Diversion (Judicial); Juvenile Diversion; *Respect

This Boys' Town publication for parents presents guidelines for a parental and societal response to purse-snatching, shoplifting, and other kinds of stealing that are a part of violence. The guide maintains that a comprehensive public policy approach is needed, one that is based on an appreciation of the development of learning respect for the rights of others. Stealing is used as an example because it is a matrix crime for interdependent violent behaviors. The guide identifies and details three steps for teaching respect for others: (1) teaching respect for others' rights, including teaching children in advance, monitoring children's behavior, explaining that stealing is a serious offense, and teaching respect for the law; (2) responding to early acts of stealing, recommending that children make an apology, and make restitution; and (3) responding to continued stealing, including making certain friends or situations off-limits and replacing the payoffs of stealing with something equally rewarding. The guide also discusses the role of attachment to family members during adolescence and the importance of churches and synagogues in providing welcoming positive relationships. The guide maintains that diversion programs, such as boot camps, for serious stealing offenses are ineffective. Patterson's process of coercive family interaction and its contribution to violent behavior are presented as a model for design of effective treatments. The guide concludes by noting that a consistent public policy approach is needed, one that breaks the problem of violence into manageable dimensions with clear solutions within each dimension. (Contains six references.) (KB)

cooperative work, which facilitates children's cognitive development. This discussion includes a mention of how the larger social context now demands that children know how to work cooperatively, a description of research that supports the validity of cooperative learning, and how to engender cooperative learning in the classroom. The paper concludes that well-planned cooperative learning can be a powerful organizing principle in constructivist education because it is based on interaction between the student and his or her social environment. Contains 12 references. (JPB)

ED 423 979   PS 026 905

E.C.E. Connection: A Newsletter for Early Childhood Education (E.C.E.), 1994-1998.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Problems; Brain; Class Activities; Classroom Techniques; Discipline; Foreign Countries; Learning Activities; Learning Disabilities; Mathematics Activities; Newsletters; Nutrition; *Preschool Education; Preschool Teachers; Self Esteem; Shyness; Stress Management; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Beginning of School Year

This document consists of the first 39 consecutive issues of the newsletter, "E.C.E. Connection," published monthly (except August) to offer information and support to early childhood practitioners. Articles from the 1994 issues include: "Some 'Affordable' Ideas To Brighten Your Classroom"; "A Notice Board: A Way To Keep in Touch with Parents and Staff"; "Learning with All Our Senses" (T. Nasus); and "Calendar Work: A Lot of Learning from a Basic Resource." Articles from the 1995 issues include: "Guiding Children"; "Planning School Outings"; "Planning a Summer Program"; "A Private Space"; "Holiday Season Crafts"; and "The Unseen Struggle: Learning Disabilities" (T. Nasus). Articles from the 1996 issues include: "Spare the Rod" (T. Nasus); "Parents as Partners"; "Workbooks and Seat Work: Appropriate Teaching Practice for the Early Years?" (T. Nasus); "How To Reinforce Maths Concepts"; "Very Different Experiences: The First Day of School"; "Fine Motor Skills"; and "Watching Television." Articles from the 1997 issues include: "What's Your Name? Teaching Children Their 'Legal' Names"; "Self Esteem"; "Graduation Ceremonies"; "The Growing Mind: Information about Brain Development"; "Nutrition and Learning"; and "The Shy and Withdrawn Child." Articles from the 1998 issues include: "Children's Misbehaviour"; "Pre-Reading: Important First Steps"; "Children's Eating Habits"; and "A Good Relationship: Developing Positive Relationships with Children." Each issue contains suggestions for classroom and learning activities and information on resources available for teachers through the ECE Connection. (KB) chapter contains references. (HTH)

immigrant families. Chapter 3, "Health Status and Adjustment," includes discussions of birth weight and infant mortality, chronic health conditions, environmental toxins, and adolescent health. Chapter 4, "Public Policies," includes discussions of public benefits and health coverage and access. Chapter 5, "Conclusions and Recommendations," discusses the study's findings and makes recommendations for future research and data collection. The book's appendices are: (1) "Workshop Participants"; (2) "Socioeconomic and Demographic Indicators"; (3) "Glossary"; and (4) "Biographical Sketches." Contains 341 references. (Author/LPP)

(3) provide educational opportunities concerning the prevention of shaken baby syndrome. (LPP)

Itin, Christian M., Ed.
Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997).
PUB DATE- 98
NOTE- 414p.; For selected individual papers, see RC 021 700-729.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Adventure Education; *Behavior Change; Behavior Theories; Counseling Theories; *Experiential Learning; Foreign Countries; Group Counseling; Group Dynamics; Group Therapy; Individual Development; Intervention; Mental Health; *Outdoor Education; Wilderness
IDENTIFIERS- *Adventure Therapy; Family Therapy; Sex Offenders

This proceedings contains selected papers from the first International Adventure Therapy Conference. The papers reflect a wide range of ideas about what constitutes adventure therapy and how it should be conducted. Presenting an array of international perspectives, programs, and practices, the papers expand the current literature, which has come primarily from the United States. Following an introduction, the 38 papers are organized into 6 sections: theoretical considerations, facilitating adventure therapy, working with adolescents, working with offenders and sexual perpetrators, working with mental health concerns, and working with families. The papers include the following: "The Journey in OZ: From Activity-Based Psychotherapy to Adventure Therapy" (H. Gillis); "International Models of Best Practice in Wilderness and Adventure Therapy" (S. Crisp); "It Is Better To Learn To Fish: Empowerment in Adventure Education" (I. Hyde-Hills); "The Wilderness Enhanced Model for Holistic Strategic Intervention" (R. Handley); "Adolescent Coping Styles and Outdoor Education: Searching for the Mechanisms of Change" (J. Neill, B. Heubeck); "The Wilderness Intervention Program: Change through Mentoring" (L. Haynes, S. Gallagher); "Integrating Adventure Therapy into an Adolescent Sex Offender Program" (D. Eger, S. Kilby); "An Evaluation of the Outdoor Adventure Challenge Programme (OACP) at Rolleston Prison" (E. Mossman); "Wilderness Adventure Therapy in Adolescent Psychiatry" (S. Crisp, M. O'Donnell); "Adventure with Adults Living with Psychiatric Disabilities" (B. Roberts, S. Horwood, N. Aunger, M. Wong); "Families at Play: The Dynamics of Intervention" (S. Bandoroff, A. Parrish); and "Exploring Together Outdoors: A Family Therapy Approach Based in the Outdoors" (R. Mulholland, A. Williams). (SV)

Effecting Intentional Change in Adventure Programming for "At Risk" Adolescents.

PUB DATE- 98
NOTE- 8p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Change; Change Strategies; Cognitive Processes; Cognitive Restructuring; Counseling Techniques; Foreign Countries; Intervention; *Outdoor Education
IDENTIFIERS- *Adventure Therapy; Facilitators

This paper briefly outlines key aspects of how people change intentionally, some intervention principles, and the effectiveness of typical approaches used by practitioners in outdoor education. The discussion is based in a cognitive-affective and educational perspective that sees education and awareness of thought processes as the key to intentional change. Key aspects of change include: (1) what can be changed (behavior, feelings, thoughts, and wants/needs); (2) timing of change, including stages (precontemplation, contemplation, preparation, action, and maintenance); (3) process of change that involves how it occurs and whether or not prerequisites are necessary; and (4) resistance to change (barriers and obstacles). Practitioners can help others change by clarifying options, providing information and skills, exploring barriers and resistance, and supporting change efforts. Recommendations for outdoor practitioners working with delinquent and at-risk adolescents include providing challenging physical goals with immediate gratification, ongoing evaluation, use of "teachable moments," recognition of achievements, and tailoring of change activities to readiness of participants. (Contains 19 references.) (SAS)

Boarding School (Oklahoma) and her marriage in 1929. From 1930 to 1965, Essie taught at Wahpeton Indian School (North Dakota), where she was the only Indian teacher and a parent figure to the students. Chapters 5-6 cover her teaching experiences at Wahpeton and continuing education, changing institutional attitudes toward Indian education, and participation in the Lewis and Clark sesquicentennial and a White House conference on children and youth. Final chapters discuss her activities in retirement and thoughts on education, activism, feminism, grandmothering, Indian identity, spirituality, and death. Appendices include "The Editing Process: Examples of the Transition from Spoken Word to Written Text" (Sally McBeth); awards, honors, and publications of Esther Burnett Horne; and "Memories of Sacajawea" (Esther Burnett Horne). Contains over 300 references, notes, photographs, and an index. (SV)

ED 424 084 SE 060 734

Rosebery, Ann S.; Puttick, Gillian M.
Teacher Professional Development as Situated Inquiry: A Case Study in Science Education. Center for the Development of Teaching Paper Series.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Concept Formation; Elementary Education; *Elementary School Science; Epistemology; *Faculty Development; *Inquiry; *Knowledge Base for Teaching; Knowledge Representation; *Science Education; Science Teachers

This case study explores the ways in which a beginning elementary classroom teacher gains a foothold in teaching science. The analysis includes episodes from the teacher's first three years of teaching while participating in an educational research project that investigated an inquiry-based approach to teacher professional development. The particulars of the teacher's experiences learning scientific content and practices are examined as well as the initial struggles to bring students' ideas into contact with standard scientific knowledge and ways of knowing. (Contains 61 references.) (DDR)

ED 424 085 SE 060 851

Famellette, Judy
Science Standards: Making Them Work for You. Primary Grades. Facilitator's Guide.
PUB DATE- 96
NOTE- 79p.; For grade 3-4 and grade 5-6 versions, see SE 060 852-53, respectively.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Academic Standards; *Classroom Techniques; Cognitive Style; *Curriculum Development; Elementary Education; Futures (of Society); Informal Assessment; Integrated Activities; Mathematics Skills; Observation; *Science Education; Science Process Skills; Teaching Methods; Videotape Cassettes; *Workshops

prepare, and personal aspects. The second chapter called "Practical Matters," focuses on matters such as voice, eye contact, and blackboard technique, while the final chapter titled "Sticky Wickets," emphasizes issues such as late work, cheating, and discipline. (Contains 13 references.) (ASK)

ED 424 106 SE 061 828

Mathew, Nishi M.; Barufaldi, James P.; Bethel, Lowell J.
The Effect of Electronic Networking on Preservice Elementary Teachers' Science Teaching Self-Efficacy.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Electronic Mail; Elementary Education; *Elementary School Science; Higher Education; Internet; *Mentors; *Preservice Teachers; Reflective Teaching; Science Education; *Scientific Literacy; *Self Concept; Teacher Education Curriculum; Teacher Motivation

In this study, preservice elementary teachers were networked via the Internet, using electronic mail, newsgroups, listservs, World Wide Web access, and electronic mentoring during their science methods class and student practicum. Electronic networking was introduced as a means to provide a social context in which to learn collaboratively, share and reflect upon science teaching experiences and practices, conduct tele-research effectively, and to meet the demands of student teaching through peer support. The study employed a quasi-experimental pretest-posttest control group design. Findings indicate that prospective teachers benefit from interactions with peers, science mentors, and science methods instructors during student teaching. (Contains 59 references.) (DDR)

ED 424 107 SE 061 835

Henriquez, Andres; Riconscente, Michelle
Rhode Island Teachers and Technology Initiative: Findings from the Pilot Implementation Year.
SPONS. AGENCY- Rhode Island Univ., Kingston.; Rhode Island State Dept. of Education, Providence.
PUB DATE- 98
NOTE- 46p.; Funding also provided by the Rhode Island Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; *Internet; Teacher Improvement
IDENTIFIERS- Rhode Island

This report summarizes findings from a survey of 183 of the 314 elementary, middle, and high school educators that participated in the pilot year implementation of the Rhode Island Teacher Training Initiative (RITTI). All RITTI educators received 60 hours of training over a 2-week period focused on using a variety of software applications, Internet tools, and various Internet search engines. Participants were asked to bring an instructional unit of practice to the training. The goal of this process was to give teachers hands-on experience in how to incorporate technology into existing curriculum units.

school. Topics of the lessons include: classroom rules, geography, festivals and holidays, housing, trade relationships, spirituality, values, history, transportation, standards of living, working conditions and work ethic, agriculture, and demographics. Each lesson addresses specific National Council for the Social Studies Standards and lists objectives, time allotment, resources required, assessment, and primary source material. (KCM)

ED 424 134 SO 028 545

Consultative Councils and Other Forms of Social Participation in Education in the European Union.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Comparative Education; Consultants; Consultation Programs; *Educational Cooperation; Educational Planning; Foreign Countries; Institutional Cooperation; *International Cooperation; Technical Assistance
IDENTIFIERS- *European Union

This report sets out for each of the Member States of the European Union and of the European Free Trade Association/European Economic Area (EFTA/EEA) a description of the tasks and memberships of the main bodies that provide for participation by the various groups interested in education, whether they are consultative or decision-making. The other forms of participation, such as ad hoc consultation, also are mentioned. They are particularly highlighted in the case of countries that do not have a standing body at the national level. The introduction provides a listing of national consultative councils, national bodies for consultation with the world of work, and participation in non-higher education institutions. The European Union countries are presented in a chapter describing each of those affiliations in the countries. The affiliated countries under the Agreement on the European Economic Area also are included. (EH)

ED 424 135 SO 028 546

School Heads in the European Union.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Comparative Education; *Educational Administration; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Instructional Leadership; International Cooperation; Politics of Education; School Administration; School Supervision
IDENTIFIERS- *European Union

This report was a working document for a EURYDICE Network seminar held in Paris on June 29, 1995. The document compares the status and responsibilities of school heads in the education systems of the European Union and the European Free Trade Association/European Economic Area (EFTA/EEA) countries. The term "school head" was chosen to designate any person in charge of a school, since many diverse terms are used to describe this individual in various countries. Information has been divided into 15 broad categories as concerns the recruitment a three-level hierarchy, including: (1) the accumulation of factoids as knowledge; (2) the development of knowledge into theories and models for the purpose of selecting out and organizing data into order sets; and (3) the pursuit of wisdom. The study argues that students of the future will need to reach the highest level of the hierarchy in order to process information and use it in their lives. Often the lowest level of the hierarchy is what is accepted in education. The paper likens students to pilgrims in a changing world where students travel at the edge of their perceptions while shifting paradigms wobble and threaten to antiquate established views. The document also discusses the theory of critical mass causing social change as in the collapse of the Berlin Wall and the Soviet Union where political philosophy did not keep up with the perceptions of the changing societies. (Contains 33 references.) (EH)

ED 424 160   SO 029 226

Roberts, Leonard H.
Mary Wollstonecraft's "Rational Education" Agenda and the Status of Women in Eighteenth Century England.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Authors; *English Literature; *Females; *Feminism; Foreign Countries; Higher Education; Sex Discrimination; *Womens Studies; World History
IDENTIFIERS- *Eighteenth Century; England; Rational Education; *Wollstonecraft (Mary)

This paper describes the life of Mary Wollstonecraft, the pioneer feminist, author, and educator in 18th century England and how the influences of rational education caused her to be an advocate of women's education beyond social deportment and menial activities. Wollstonecraft believed that education should be built on strengthening a women's intellectual faculties, particularly by emphasizing the skills of logical reasoning and abstract thinking through the mastery of such subjects as mathematics, science, history, literature, and language. The Industrial Revolution forced a redefinition of women's social and economic status when many abandoned their traditional child-rearing roles and joined the factory labor force, at usually lower wages than men. The paper provides numerous citations of Wollstonecraft's writings in which she challenges the inherent inequality of the English educational and social system and calls for change. (EH)

ED 424 161   SO 029 227

Fitzgerald, Brenna
Service Learning in Elementary Schools: What? Why? How?
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Citizenship; *Citizenship Education; Critical Thinking; Decision Making; Elementary Education; *School Community Relationship; *Service Learning; *Social Studies

IDENTIFIERS- *National Science Education Standards

This facilitator's guide, and the videotape it accompanies, is designed to demonstrate ways in which the new visions of science education for the 21st century might be translated into classroom practice. The National Research Council's (NRC) National Science Education Standards, American Association for the Advancement of Science (AAAS) Benchmarks for Science Literacy, and other frameworks were used as guides in developing this series. The videotape presents views of real classrooms where science is being taught. Classroom situations are spontaneous and unscripted. The videotape shows how standards actually look in practice in the classroom and how teachers are guiding experiences that enable students to construct understanding and learn science processes. The guide contains information on conducting hands-on workshops including materials lists, materials sources, and handouts. The videotape focuses on the primary grades. In the first lesson, kindergarten students learn about land snails in an integrated unit that includes literature, drawing, and making models from clay and paper. In another unit, children learn about predator-prey relationships and how the structure of each living thing adapts to survive in its habitat. Finally, second grade students use prediction, number concepts, and graphing skills in their observation of the heaping property of water. (PVD)

Respondents to this survey reported dramatic increases in their confidence with and ability to use a variety of software applications and resources as a result of their participation in RITTI. (ASK)

ED 424 108 SE 061 836

Chang, Han-hua; Honey, Margaret; Light, Daniel; Moeller, Babette; Ross, Nancy
The Union City Story: Education Reform and Technology Students' Performance on Standardized Tests.
SPONS. AGENCY- Rhode Island Univ., Kingston.; Rhode Island State Dept. of Education, Providence.
PUB DATE- 98
NOTE- 52p.; Funding also provided by the Rhode Island Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Computer Networks; *Educational Technology; Elementary Secondary Education; *Information Networks; *Parent Participation; Teaching Methods
IDENTIFIERS- *Union City Schools NJ

This paper is the first in a series to investigate the impact of state-of-the-art networking technologies in a reformed educational context on student learning, teacher instruction, and parental involvement. The findings presented in this report are based on standardized test results. Although the findings indicate that the reforms are having a substantial impact for all students in Union City, NJ, the role of technology is less clear. This report finds that a range of factors, both contextual and technology-facilitated, have made a difference in student performance. This report concludes with a discussion of the five elements that have been central to Union City's overall success. Contains 14 references. (ASK) procedures, qualifications, and responsibilities of school heads. The report covers all of compulsory education and upper secondary education. In addition to the explanation of the various duties expected of the school head, individual country reports provide a fuller description of the specifics in each nation. Numerous charts, graphs and maps accompany the text. (EH)

ED 424 136 SO 028 547

EURYDICE Seminar on the Role of School Heads in Education Systems. Main Speeches. (Paris, France, June 29, 1995).
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Educational Administration; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Instructional Leadership; International Cooperation; Politics of Education; School Administration; School Supervision
IDENTIFIERS- *European Union; *France

Three speeches from a seminar include: (1) "Introductory Statement" (Antoine Bousquet); (2) "Objectives and Reforms of the French Education System" (Claude Thelot); and (3) "School Heads in the French Education System" (Louis Baladier). The seminar program and a list of participants also are included. (EH)

This paper explores the foundations and possibilities of service learning at the elementary education level. Teachers can utilize the tools of service learning to enrich their students' academic and personal lives, in addition to contributing to the community. Service learning is an approach to education in which students actually meet community needs and have a voice in the planning and execution of the project. This paper is divided into the following sections: (1) "Introduction"; (2) "So, What Is Service Learning?"; (3) "Why Should Students Participate in Service Learning?"; (4) "What Is a Framework of Service Learning?"; (5) "How Are Service Learning Projects Organized?"; (6) "Preparation"; (7) "Service"; (8) "Reflection (Before, During and After Service)"; and (9) "What Role Can Service Learning Play in Elementary Schools?" Contains 20 references. (EH)

ED 424 162 SO 029 249

Brooks, George E., Ed.; Daso, Dik A., Ed.; Hitchens, Marilynn, Ed.; Roupp, Heidi, Ed.
The Aspen World History Handbook: An Organizational Framework, Lessons, and Book Reviews for Non-Centric World History.
PUB DATE- 94
NOTE- 214p.; A product of the ASPEN World History Institute (Aspen, CO, July 13-24, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Global Education; Multicultural Education; *Non Western Civilization; Peace; Social Studies; *Western Civilization; *World History; World Problems

This handbook is the product of an institute held in Aspen, Colorado in 1992. The purpose of the institute was to consider how to create a viable one year survey course in world history that did not focus only on western culture. In this book can be found a general conceptual framework for a world history course, suggested lesson plans, and literary books that can be used to enhance the historical experience of students as they reach into the lives of peoples distant, chronologically and geographically, from themselves. Rather than being a curriculum, standards, or expected outcomes, this handbook is meant to guide teachers as they go about the daily work of shaping a meaningful course for their students and may be used by teachers at all levels. (RJC)

Students examine case studies, tabloid headlines, and various policy issues relating to information dissemination in society. The guide provides recommended lesson sequences incorporating readings, directed discussions, and interactive activities supported by reproducible student handouts. Instructions for utilizing the Civil Conversation feature are included along with instructions for a final assessment activity involving the Internet. The lessons are divided into five chapters with 18 lessons. Chapters include: (1) "A Free Press"; (2) "A Responsible Press"; (3) "Free Press/Fair Trial"; (4) "The Myth Makers"; and (5) "New Frontiers." Fourteen student handouts accompany the lessons. (EH)

ED 424 180 SO 029 508

Anderson, Curt L.
Economics and the Environment.
PUB DATE- 96
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consumer Education; *Economics; *Economics Education; *Environmental Education; Instructional Materials; Secondary Education; Social Studies

This packet of lessons focuses on the complementary relationship between economic well-being and the natural resources of the environment. Students gain insight into a variety of environmental issues and learn to use economic analysis to understand these issues and seek solutions. The book contains 20 lessons divided into seven units. The units are entitled: (1) "The Environment and the Economy" (2 lessons); (2) "Getting the Most Value from Natural Resources" (3 lessons); (3) "The Economic Roots of Environmental Problems" (3 lessons); (4) "Finding Solutions When Markets Cannot" (3 lessons); (5) "Implementing Environmental Solutions" (3 lessons); (6) "The Management of Natural Resource Stocks" (3 lessons); and (7) "Economic Development in a Finite Environment" (3 lessons). (EH)

ED 424 181 SO 029 522

Gundem, Bjorg B.; Karseth, Berit
Norwegian National Identity in Recent Curriculum Documents.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; Ethnicity; Foreign Countries; *Identification (Psychology); Political Attitudes; Political Influences; *Political Socialization; Role Perception; Social Attitudes; Social Influences; Socialization
IDENTIFIERS- *Norway

This paper offers a historical overview regarding the nation state aspect of Norway because of its dramatic influence in curriculum making. The study examines aspects of the Norwegian national curriculum identity related to curriculum structure, to the underlying principles and consequent form those principles will take in the curriculum, and to the content of the curriculum in what students should know. These aspects are related to recent curriculum reform in Norway. The analysis is based on policy texts from the Royal Ministry of Education, Research and Church Affairs as well as on current debate. The description focuses to a degree on related tensions and paradoxes found within the social and educational structures. Sections of the paper include: (1) "Introduction"; (2) "Establishing a National Identity in Curriculum"; (3) "Curriculum Structure and National Identity"; (4) "Formation (Bildung) and the Celebration of Principle and of Both-And"; (5) "Personal Identity-Nation State Identity"; and (6) "Concluding Comments." A 22-item reference list concludes the paper. (EH)

ED 424 182 SO 029 523

Hapgood, Susanna; Kupperman, Jeff
A Framework for Museums' Role in Moral Education.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Centers; Educational Facilities; *Ethics; Heritage Education; *Moral Values; *Museums; Resource Centers; *Role of Education; *Values
IDENTIFIERS- Green (Thomas); *Moral Education

This paper proposes that a general framework of moral education, namely Thomas Green's "voices of conscience" can provide a starting point for exploring the role of moral education in museums. The first part of the paper summarizes Green's framework and discusses how that framework can be applied to education in museums. The second part of the paper suggests an approach, based on John G.Thompson's interpretative methodology, for empirically examining moral messages created by museums. The study suggests that museums generate moral messages as part of their educative role. The paper states these frameworks can be a starting point for further investigations about the role of museums as places for moral education. (EH)

ED 424 183 SO 029 529

Cohen, Carolyn
What Service Teaches about Citizenship and Work: The Case of AmeriCorps.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; *Community Services; Public Service; School Community Relationship; *Service Learning; Volunteer Training
IDENTIFIERS- *AmeriCorps; Washington

This paper reports on an exploratory investigation into some of the possible benefits of service participation. Using the national service program AmeriCorps as a case in point, the paper examines how the service experience might affect participants' citizenship development, workplace skills and career plans. Results are drawn from four focus groups, conducted in 1996, with a total of 24 AmeriCorps members, representing 17 programs in Washington state. Participants ranged in age from 18 to over 60, and all had completed one to two years of service. Findings suggest that new ways to assess AmeriCorps' impact should be considered, as the current strategy which concentrates primarily on measuring effects on the recipient community may underestimate program's value. Though not a comprehensive review of members' experiences notions, the study offers a provocative picture of possibilities, which suggests that more can be -- and is being -- accomplished by the program than is currently thought. (EH)

ED 424 184   SO 029 530

Wan, Guofang
China's Educational Reform during the Cultural Revolution: A Postmodern Critique.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Studies; *Chinese Culture; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Non Western Civilization; Social Change; World History
IDENTIFIERS- *China; *Cultural Revolution (China); Postmodernism

This paper analyzes the educational reforms and drastic curriculum changes occurring in China during the Cultural Revolution (1966-76) in light of postmodern theory. The document examines personal educational experiences in China during that time in light of critical pedagogy and postmodern theories of curriculum development. The paper asserts that education has never been neutral, but ideological and political to Chinese educators. The document cites changes occurring in the educational, social, and cultural arenas as a result of the Cultural Revolution and discusses them in light of postmodern curriculum development with its concern for multiracial and multicultural education. The study shows both sides of the Chinese educational reform and distinguishes between the soundness and the limitations of Mao's educational theory. The paper provides an understanding of why the educational reform in the Cultural Revolution failed its promises to the people. The Cultural Revolution removed the feudalistic form of oppression of the Chinese people, only to replace it with another form. (EH)

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Marxism; Power Structure; Preservice Teacher Education; Teachers
IDENTIFIERS- Foucault (Michel); Gramsci (Antonio); Marx (Karl); *Postmodernism; Teacher Knowledge

This paper examines the differences between Marxian/Gramscian educators and Foucauldian educators regarding school curriculum, teacher education, knowledge production, and other factors. Marxian/Gramscian educators view the school as continuing to reproduce unfair and unjust institutions and to assert that ideology shapes schooling. Foucauldian educators argue that the notion of schooling is contingently constructed and reconstructed by various technologies of power/knowledge. In the instance of school curriculum, Marxian/Gramscian educators question how the white majority dominates the contexts of curriculum distribution and minorities are excluded from curriculum planning. In contrast, Foucauldian educators question what knowledge is normalized or constructed in the curriculum planning and how people are included or excluded. In the discourse of teacher education, Marxian educators question how ideology shapes teachers, while Foucauldian educators look at how various knowledge productions constitute the notion of the teacher. (Contains 23 references.) (Author/SM)

ED 424 197 SP 038 145

Qi, Jie
Problematizing the "Taken for Granted" in Educational Issues: Karl Marx, Antonio Gramsci, and Michel Foucault.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Educational Research; Elementary Secondary Education; Higher Education; Marxism; *Power Structure; Social Influences; Teaching (Occupation)
IDENTIFIERS- Foucault (Michel); Gramsci (Antonio); Marx (Karl)

This paper explores how educators would raise different questions about educational issues by using Karl Marx's framework, Antonio Gramsci's conception, and Michel Foucault's notions, respectively. First, the paper compares the historical perspectives of Marx and Foucault. Marx concludes that history is a progressive linear production and that present phenomena are the result of the past. Foucault presumes that history is discontinuous and uncertain. Second, the paper analyzes differences in the notions of power presented by Marx, Gramsci, and Foucault. Marx asserts that power is a core set of conceptions (class domination and a capitalist state) and that the dominant "sovereign power" is structurally defined. Gramsci's notion of power as hegemony developed a new vocabulary for theorists. In contrast to Marxist analysis, Foucault emphasizes that power is not absolute and that

NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Inservice Teacher Education; *Personal Narratives; Reflective Teaching; Teacher Attitudes; Teacher Improvement; Teachers; Teaching Methods; Urban Schools
IDENTIFIERS- *Reflective Thinking

This article focuses on classroom-based narratives that reflect how a convenience sample of 25 graduate students, who were also practicing teachers, wrote about and utilized the real-life events and experiences of their students to help them become instructional explorers and effective problem solvers. The narratives had to be a depiction of actual events that occurred in instructional practice and had to reflect the reality of classroom practices. They also had to provide for multiple perspectives and levels of self-analysis. In the narratives, the teachers functioned as freelance writers, attempting to better understand and cope with the challenges of teaching in a large, urban school district. The study showed that three kinds of influences defined the environment in which classroom-based narratives dominated the scenario (extrinsic, intrinsic, and individual values and beliefs). The case studies and self-reflections helped the teachers analyze their beliefs and demonstrated how thinking about and reflecting on instructional approaches could result in changed paradigms and improved teaching. (Contains 12 references.) (SM)

ED 424 215 SP 038 184

Hasu, Jukka
Teachers' Pedagogical Mind Set: A Rhetorical Framework To Interpret and Understand Teachers' Thinking.
PUB DATE- 95
NOTE- 29p.; Paper presented at the Biennial Conference of the International Study Association on Teacher Thinking (7th, St. Catherines, Ontario, Canada, July 30-August 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Foreign Countries; Moral Values; *Teacher Attitudes; *Teacher Student Relationship; Work Ethic
IDENTIFIERS- *Finland (Helsinki); Professional Identity; Teacher Knowledge; *Teacher Thinking

This study examined what teachers' professional knowledge was about, how it was organized, and how it could be described. Researchers conducted semi-structured interviews with 29 elementary school teachers in Helsinki, Finland. The teachers were selected from a group who had supervised teacher trainees in their own classrooms. Data analysis indicated that the teachers focused on three themes: their teaching, their students, and themselves as teachers. The issues were interdependent rather than separate, and teachers tended to discuss them simultaneously. Teachers perceived their teaching activities in relation to their students' studying activities. The place and limits of the professional self were difficult to

designed to identify children who may need special education services in order to perform successfully in school. The ESI-R is intended to assess the child's ability to acquire skills rather than the current level of skill achievement and performance. This revised version that is included with this examiner's manual includes the preschool version for children from their third birthday to age four and a half and the kindergarten version appropriate for age four and a half to age six. The present edition of the ESI-R was standardized with nearly 6,000 children. The original version, which was introduced in 1975, was revised in 1993 to make the two age levels more consistent with each other. As a developmental screening assessment, the ESI-R provides a quick overview of development in visual-motor/adaptive, language and cognition, and gross motor areas. The manual contains the following chapters: (1) "Introduction"; (2) "General Screening Guidelines"; (3) "Directions for Administering and Scoring the ESI-P (Preschool)"; (4) "Directions for Administering and Scoring the ESI-K (Kindergarten)"; (5) "Differences in Administering and Scoring the ESI-P and ESI-K"; (6) "Interpretation of ESI-R Results"; and (7) "Standardization, Reliability, and Validity of the Early Screening Inventory-Revised." Appendixes present score sheets for both versions and the ESI-R Parent Questionnaire. Both forms of the test are included in an accompanying packet. (Contains 17 references.) (SLD)

ED 424 233 TM 027 282

Herl, Howard E.; O'Neil, Harold F., Jr.; Chung, Gregory K.W.K.; Dennis, Robert A.; Lee, John J.
Feasibility of an On-line Concept Mapping Construction and Scoring System.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Comprehension; Computer Oriented Programs; *Concept Mapping; *Cooperation; High School Students; Intermediate Grades; Middle Schools; *Online Systems; *Scoring; Secondary Education
IDENTIFIERS- Experts; *HyperCard; Middle School Students

The feasibility of the administration, scoring, and reporting of an on-line concept mapping system has been studied in collective research in which concept map construction systems were designed to allow students individually and collaboratively to construct concept maps on the computer to measure content understanding and collaboration. The study reported an attempt to implement a closed map construction system using expert-constructed concept maps to provide automated scoring and feedback for student-constructed concept maps. Participants were 138 middle school and high school students in 9 classes in 4 schools. Each student completed one of two on-line concept mapping tasks, one a collaborative task for three students and the other an individual problem-solving and search task. Students used the Hyper-Card concept mapping software developed for the study. Descriptive statistics associated with the concept maps were semantic content score, organizational structure score, number of terms used, and number of concept links formed. A total of 22 group concept disparities are probably the result, at least in part, of contextual effects such as rural-metropolitan differences and socioeconomic influences. A goal of the KERA should be to narrow the gap between the schools in different regions. To assess progress toward this goal, it will be useful to monitor disparities in the gains that regions achieve in their scores over time. This analysis indicates that, after 5 years of KERA performance records, schools in the eight Service Regions have generally kept pace with one another. Although greater equality is still an unrealized ideal under KERA, improvement has taken place, and there is little evidence of a widening gap between higher- and lower-scoring regions. Another 5 years of data should tell if a widening gap between regions has become a problem. (Contains 2 figures, 4 tables, and 11 references.) (SLD)

ED 424 253   TM 029 125

Musolino, Gina M.
Sitting Beside Oneself: Development and Validation of a Self-Assessment Process for Physical Therapy Students and Graduates at Nova Southeastern University.
PUB DATE- 98
NOTE- 132p.; "A 'Major Applied Research Project' proposal presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education," Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Criteria; Data Analysis; Data Collection; *Graduate Students; Higher Education; Masters Degrees; *Physical Therapists; Physical Therapy; Research Design; Research Proposals; *Self Evaluation (Individuals); *Test Construction
IDENTIFIERS- *Nova Southeastern University FL; *Reflective Practice; Reflective Thinking

The philosophy and mission statements of both the American Physical Therapy Association and Nova Southeastern University's physical therapy program state that holders of a Master's Degree in physical therapy will be reflective practitioners with the ability to assess and reflect on their own performances. This research project is being proposed to develop and validate self-assessment criteria, beginning with the development of an interview guide to determine the self-assessment needs of students and graduates. At Nova Southeastern University, a problem-based learning approach is used with the intention to promote reflective practice. Three phases of the study have been designed: (1) the development of the interview guide; (2) data gathering through semi-structured interviews; and (3) plan development for implementation and evaluation of the project. Faculty members will be asked to recommend students with some self-assessment abilities. The sample will be adequate to obtain comprehensive descriptors, but the additional number cannot be specified at this proposal phase. Once the semistructured interviews are completed, data will be transcribed and verified by participants before an analysis to develop a plan. The plan will be validated with summative committee review by a committee of physical therapy educators. It is expected that this qualitative methodology will provide unique insight into the self-assessment of students and graduates of the Master's program in physical therapy. Nine appendixes present supplemental information and some cover letters and questionnaires from the initial stages

Panel."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Cost Effectiveness; Elementary Secondary Education; Longitudinal Studies; *National Surveys; *State Programs; Test Construction; *Test Use; Testing Problems; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has conducted state assessments in 1990, 1992, 1994, and 1996. At present, after the fourth round of state assessments, it is clear that the program is generally successful. A survey of state testing directors indicates that the NAEP has considerable credibility as a valid and reliable source of information. Despite the high regard in which the NAEP is held, today's environment of limited federal and state resources has led to level funding for the NAEP and intense scrutiny about the best ways to optimize all its aspects, including state assessment. Because the state component can account for nearly half the budget devoted to NAEP cooperative agreements, considering how to reduce effort and maximize utility is a good idea. This paper addresses several topics in relation to making the state NAEP more effective. The first is the need to examine how to reduce the burden for many states. The major way to reduce the burden is probably to conduct state assessments on a relatively infrequent schedule while keeping the number of subjects and grades to a reasonable level. The main challenge is to maximize the information gained from these assessments. There is also a need for a stable assessment schedule, commensurate with the burden currently required by states. The greatest need is to promote the use of state NAEP data. This could involve devoting greater attention to how best to link state assessment and NAEP results, developing more timely and user-friendly reports, and working with the states themselves and other organizations to address the data needs of different NAEP audiences. Promoting use will promote the participation and support necessary for the continued success of the state NAEP. (Contains 10 references.) (SLD)

ED 424 272 TM 029 145

Hedges, Larry V.; Vevea, Jack L.
A Study of Equating in NAEP. NAEP Validity Studies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 107p.; "Commissioned by the NAEP Validity Studies (NVS) Panel."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Ability; Elementary Secondary Education; *Equated Scores; *Error of Measurement; *Item Response Theory; *National Surveys; *Statistical Bias; Tables (Data); *Test Items; Test Results; Testing Problems; Validity
IDENTIFIERS- *National Assessment of Educational Progress

This study investigates the amount of uncertainty added to National Assessment of Educational Progress (NAEP) estimates by equating error under both ideal and less than ideal circumstances. Data from past administrations are used to guide simulations of various equating designs and error due to equating is estimated empirically. The design includes a

Students matched with incremental-belief male teachers confirmed the dyadic prediction that incremental intelligence beliefs would lead to higher achievement than for a dyad endorsing entity beliefs. Dweck's personal theory integrated with the IPM examined several complex issues about real students' and teachers' experiences. Examining these experiences revealed some adaptive and maladaptive patterns that lead to math achievement for the low SES female student. Issues of methodology for examining student teacher relationships, power of projections over accuracy of perceptions (particularly for female students' expectations from their teachers), and the necessity of collecting data from both students and teachers for a clearer understanding of the issues affecting low SES students' math achievement are discussed. (Contains 1 table, 10 figures, and 44 references.) (Author/SLD)

ED 424 290   TM 029 173

Ediger, Marlow
Appraising Pupil Progress in Mathematics.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Computer Assisted Testing; *Criterion Referenced Tests; *Diagnostic Tests; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Mathematics Achievement; Mathematics Instruction; Norm Referenced Tests; *Portfolio Assessment; *Student Evaluation

A contemporary mathematics curriculum emphasizes using a variety of evaluation techniques to determine student achievement. Too frequently in the past, standardized norm- referenced tests and their results provided the main information related to student achievement. These tests have not presented objectives for teachers to use in teaching mathematics. In addition, norm-referenced tests spread student achievement out from low to high in terms of test results. Today, the emphasis is on evaluating students in terms of having achieved stated objectives in mathematics in ongoing lessons and units of study, rather than in making comparisons among learners. A variety of approaches are used to determine student achievement in mathematics today. Each of the following is described, and some examples are given of using each approach: (1) criterion-referenced tests; (2) teacher observation of a student's achievement in mathematics; (3) conferences with student; (4) parent and teacher conferences; (5) diagnostic testing and the results of such tests; (6) checklists and rating scales; (7) computer-managed evaluation; and (8) portfolio approaches to determining student achievement in mathematics. (Contains seven references.) (SLD)

ED 424 291   TM 029 174

Johnson, Lewis R.
Program Evaluation in Special Education: An Examination of the Practices Utilized by Local Education Agencies.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

"governmentality" is immersed in the modern individual. Third, regarding the issues raised from the field of education, Marxians/Gramscians tend to look at the way in which ideologies shape educational figures, while Foucauldians are more apt to examine how technologies change educational conceptions. Using Foucault's notions of history and power problematizes what has been taken for granted in the field of education and allows an examination of different questions from different perspectives. (Contains 43 references.) (Author/SM)

ED 424 198 SP 038 146

Qi, Jie
The Reasoning of Teaching and Schooling in Japan: Using Foucault To Explicate Discourse.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Technology; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Marxism; Politics of Education; *Power Structure; Preservice Teacher Education; Self Control; Students; Teachers; *Teaching (Occupation)
IDENTIFIERS- *Foucault (Michel); *Japan

This paper investigates how various technologies have constructed the reasoning of teaching and schooling in contemporary Japan. The paper contends that (1) the construction of the teacher and the student in Japan involves a complexity of power relations; (2) schooling is not simply controlled by the government through its sovereign power, but is shaped by multiple technologies; and (3) a variety of self-surveillance and self-disciplining techniques are a part of the schooling mode. The primary archives of this study are the most recent teacher guidelines issued by the Ministry of Education of Japan which include "Gakusyushidoyoryo" (the "Course of Study"), together with some other statements of guidance. The theoretical orientation of the study is Michel Foucault's conception of power. Foucault's notion of power is that a multiplicity of actions engenders power, and power operates through discourse associated with the constructions of knowledge. Moreover, Foucault's conception of "governmentality" allows the rethinking of relationships among self, other, and institutional discourse. This study concludes by pointing out the importance of being skeptical about educational reform regarding autonomy and freedom. Providing new space for teachers and students may only create new technologies that construct teachers and students according to new disciplinary modes. (Author/SM)

ED 424 199 SP 038 159

South Carolina Center for Teacher Recruitment. 1997-98 Annual Report.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

define, though the concept of self and professional self overlapped. A second analysis of the data resulted in a reconstruction of three levels of teachers' knowledge. On the first level, teachers mainly described practical activities of their teaching, their students' studying, and student behavior. On the second level, teachers explained actions examined on the first level, offering good reasons for doing things the way that they did them. On the third level, teachers justified both their practical actions and their explanations. (Contains 61 references.) (SM)

ED 424 216   SP 038 185

Corley, Edward L.
First-Year Teachers: Strangers in Strange Lands.
PUB DATE- 98
NOTE- 49p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; *Classroom Techniques; Communication (Thought Transfer); Discipline; High Schools; *Mentors; Power Structure; Secondary School Teachers; Student Behavior; *Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- Teacher Socialization

This qualitative case study investigated three first-year teachers at one high school during 1997-98, examining what factors contributed to their success or failure during their entry year and describing the process of teacher identity formation, what factors influenced the identity they created, and how they interpreted lessons learned. Data collection involved three formal, semistructured interviews; a stages of concern questionnaire; written or audiotaped journals; formal classroom observations; semistructured interviews with students of the teachers and their mentor teachers; document analysis of teachers' educational philosophies written as part of their undergraduate teacher education coursework; and informal observations of teachers outside the classroom. The beginning teachers felt a sense of strangeness as the school year began; they were continually surprised by things they were expected to know that they had not been told about. The mentoring program began too late to help during the initial weeks, when it was most needed, so the beginning teachers muddled through with help from colleagues. Five factors were important in their success or failure: communication, mentoring, classroom savvy, discipline, and expectations of various power blocks. The paper presents a Power/Discipline/Expectations model to detail how the factors interact and discusses lessons learned from each of the teachers' experiences. Implications and recommendations for school districts and preservice teacher education programs are provided. (Contains 74 references.) (SM)

ED 424 217   SP 038 186

Arthur, Julie; Dorman, Jeff
Time for Parents: A Belief or Practice?
PUB DATE- 95
NOTE- 20p.; Paper presented at the Biennial Meeting of the Australia Curriculum Student Association (Melbourne, Australia, July 1995).

maps were scored according to expert criteria, and pairwise agreement results for the scoring systems appeared to be good, with exact agreement percentages in the 80% range. (Contains 2 figures, 2 tables, and 14 references.) (SLD)

ED 424 234 TM 027 285

Klein, Davina C. D.; O'Neil, Harold F., Jr.; Dennis, Robert A.; Baker, Eva L.
The Five Families of Cognitive Learning: A Context in Which To Conduct Cognitive Demands Analyses of Innovative Technologies.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Communication (Thought Transfer); Comprehension; Computer Software Evaluation; Cooperation; Educational Innovation; *Educational Technology; High Schools; *Intelligent Tutoring Systems; *Learning; *Metacognition; *Problem Solving
IDENTIFIERS- *Cognitive Demands

A cognitive demands analysis of a learning technology, a term that includes the hardware and the computer software products that form learning environments, attempts to describe the types of cognitive learning expected of the individual by the technology. This paper explores the context of cognitive learning, suggesting five families of cognitive learning. These families are: (1) content understanding; (2) collaboration; (3) communication; (4) problem solving; and (5) metacognition. Three technologies are analyzed with reference to these types of learning. The first technology, Algebra Tutor, is an intelligent tutoring system to help students learn algebra skills. "Hands-On Universe" is an astronomical research environment for high school students. "Function Machines" is an application for a visual programming language designed for mathematics and science education. Analyses of the types of learning expected for each of these technologies have resulted in the development of a suite of performance tasks (an integrated simulation) that includes individual and collaborative concept mapping tasks, a problem-solving search task, an explanation task, and a metacognitive questionnaire. This assessment environment is integrated across grade levels and within content areas to blend real-world tasks with a project-based scenario that captures many types of cognitive learning. (Contains 1 table and 79 references.) (SLD)

ED 424 235 TM 027 361

van der Linden, Wim J.
Bayesian Item Selection Criteria for Adaptive Testing. Research Report 96-01.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Adaptive Testing; *Bayesian Statistics; Computation; Computer Assisted Testing; *Criteria; Equations (Mathematics); Error of Measurement; Estimation (Mathematics); *Selection; *Test Items

of the research. (Contains 262 references.) (SLD)

ED 424 254 TM 029 126

Bennett, Randy Elliot
Reinventing Assessment. Speculations on the Future of Large-Scale Educational Testing. A Policy Information Perspective.
PUB DATE- 98
NOTE- 27p.; Based on an invited paper presented to the National Research Council's Board on Testing and Assessment (Orlando, FL, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Computer Assisted Testing; *Educational Assessment; Educational Planning; *Futures (of Society); *Test Construction; Test Content; Test Format; Test Use; *Testing; Testing Problems; Testing Programs
IDENTIFIERS- *Large Scale Assessment

This paper offers a scenario for how educational assessment might change in response to market forces that affect not only the future of large-scale testing but also society in general. The scenario divides into three generations distinguished by the purpose of testing, test format and content, and the extent to which testing capitalizes on new technology. The first generation lays the basic infrastructure for electronic testing. It combines advances in psychometrics with technology to deliver large-scale tests adaptively. In the second generation, large-scale tests undergo qualitative change, but their purposes and delivery mechanisms remain essentially the same. The last generation brings a rethinking of the purposes and mechanisms of large-scale assessment. One hallmark of this generation will be the emergence of interactive environments that facilitate individual growth in addition to serving the accountability functions normally fulfilled by large-scale tests. Large-scale electronic distance examinations will play a role in this scenario. Whether this scenario represents the way testing will develop, there is no doubt that large-scale testing must change to meet the different demands of the future. (Contains 1 table and 48 references.) (SLD)

ED 424 255 TM 029 127

Diploma Examinations Program, 1996-97 School Year. Annual Report.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Foreign Countries; Grade 12; Graduation Requirements; *High School Students; High Schools; Scores; Standards; *State Programs; Tables (Data); *Test Results; Test Use; *Testing Programs
IDENTIFIERS- Alberta; *Alberta Grade Twelve Diploma Examinations; Canada

This annual report combines the November, January, April, June, and August provincial results in diploma examination courses in the Alberta (Canada) schools. The graphs, tables, and text describe student performance for the entire school year. The report is designed to assist school personnel in identifying patterns of students' achievement in the province and monitoring the effectiveness of their programs in supporting variety of factors that might affect the accuracy of equating, with the levels of each factor based roughly on operational values in the NAEP 1992 and 1994 reading and 1992 mathematics assessments. Specific factors investigated were the number of items in the scale, the proportion of items in the scale taken by each student, the proportion of items in each administration that are common to each, the proportion of each item type in each scale, the proportion of each item type among common items used for equating, the scale linking strategy (item response theory invariance, common item, or multiple group item response theory linking), and the change in ability from data wave 1 to wave 2. Common item scale linking performed very well, even under circumstances that were less than ideal, including slight to moderate multidimensionality. Mean bias was estimated to be more than about 0.01 to 0.02 standard deviations. However, in nonideal conditions there were biases in the extreme quantiles of the ability distribution, even with no population shifts. These biases were several times as large as the mean bias and could be large enough to create problems in tracking low performance and the means of low performing groups over several waves of assessment. When both waves of data can be scaled together, multiple group item response theory methods provided very accurate scale linking with virtually no bias. (Contains 29 tables, 42 figures, and 9 references.) (SLD)

ED 424 273 TM 029 146

Bock, R. Darrell; Zimowski, Michele F.
Feasibility Studies of Two-Stage Testing in Large-Scale Educational Assessment: Implications for NAEP. NAEP Validity Studies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 57p.; "Commissioned by the NAEP Validity Studies (NVS) Panel."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Data Analysis; *Educational Assessment; Elementary Secondary Education; Field Tests; *High School Students; High Schools; *National Surveys; Science Tests; *Test Construction; Test Items; Testing Problems; Validity
IDENTIFIERS- *National Assessment of Educational Progress; *Two Stage Testing

This report examines the potential of adaptive testing, two-stage testing in particular, for improving the data quality of the National Assessment of Educational Progress (NAEP). Following a discussion of the rationale for adaptive testing in assessment and a review of previous studies of two-stage testing, this report describes a 1993 Ohio field trial of two-stage assessment carried out under the direction of the present authors by the National Opinion Research Center. The trial was part of a larger methodological study of science assessment at school-leaving age supported by the National Science Foundation and the Office of Educational Research Improvement. The two stage study, which was limited to multiple choice items, encompassed the main subject matter areas of contemporary secondary school science. It was conducted in 36 high schools. This report summarizes the instrument design, procedures, and results of the field trial and discusses implications for the conduct of assessment generally and the NAEP specifically. The study showed that two-stage testing can be carried out

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Educational Practices; *Evaluation Methods; Outcomes of Education; *Program Evaluation; *School Districts; *Self Evaluation (Groups); *Special Education; State Programs

Formal program evaluation activities in special education have focused primarily on process indicators such as compliance while neglecting product indicators such as student outcomes. While efforts are underway to provide technical assistance to state and local educational agencies to expand the focus of evaluation activities, there is a need to understand current local education agency evaluation (LEA) practices better. For this preliminary study, data from four states (New Jersey, Maine, Idaho, and Vermont) were collected to determine the extent of program self-evaluation, the sources of data, and the criteria measures used in their efforts to evaluate their special education programs. Process indicators and compliance continue to be a high priority, and student graduation and postgraduation status were not an important focus of evaluation activities. For LEAs that did not conduct self-evaluation activities, the factors that influence LEA decisions were explored. (Contains 4 tables and 24 references.) (Author/SLD)

ED 424 292 TM 029 175

Fenster, Mark J.
Evaluating the Impact of Science, Math and Technology Initiatives on Student Achievement: The Case of the New Jersey Statewide Systemic Initiative (NJSSI).
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Educational Technology; *Equal Education; Low Income Groups; Mathematics Achievement; *Mathematics Education; Program Evaluation; School Districts; *Science Education; Sciences; Standards; Tables (Data); *Technology Education; Urban Schools; Urban Youth
IDENTIFIERS- *New Jersey; *Statewide Systemic Initiative

The National Science Foundation's Statewide Systemic Initiative (SSI) program attempted to address concerns about student performance in science, mathematics, and technology education. The SSIs were supposed to increase and improve student learning in these areas by having challenging academic standards, a hands-on approach to instruction, the use of curricula relevant to students' lives, emphasis on higher-order thinking skills, the use of technology in the classroom, and assessments that reinforce these instructional practices. Over the last 4.5 years, the New Jersey SSI (NJSSI) spent $15 million SSI dollars. This evaluation centered on three questions: (1) do students learn more because of the SSI; (2) are they better equipped to apply what they are learning to everyday problems; and (3) are the inequities in performance among different groups of students being reduced? The NJSSI had some reach in 446 schools (19% of the schools in New Jersey), a little implementation in 409 schools, and no reach at all in 1,402 schools. Evaluation data came primarily from state-mandated assessments. No evidence was found for the first evaluation question; students in NJSSI schools did not learn more than

(141)
DESCRIPTORS- Black Students; Career Choice; Career Exploration; Elementary Secondary Education; Job Placement; Middle Schools; Minority Group Teachers; Summer Programs; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand; Teachers; *Teaching (Occupation)
IDENTIFIERS- *South Carolina

The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in South Carolina. In doing so, SCCTR strives to respond to changing needs for teachers from underrepresented populations, in critical subject fields, and in underserved geographical areas in South Carolina. This report focuses on: the SCCTR's top 10 accomplishments for 1997-98; accomplishments over the years; an overview of the SCCTR; minority recruitment; the ProTeam middle school program (which offers a course designed to interest middle school students in the education profession); the Crossroads Summer Institute (a week-long summer institute for rising black male high school freshmen); the Summer Teaching Careers Institute (a week-long program for rising high school seniors who have expressed interest in teaching); the Teacher Cadet Program (a teacher recruitment strategy that provides high school students with insight into the nature and problems of teaching); the Teacher Job Bank (a statewide education job placement service); the South Carolina Expo for Teacher Recruitment; the SCCTR teacher forum (meetings and activities to recognize and involve state and district teachers of the year, to enhance the image of teaching, and to develop leadership); the Teacher in Residence Program; and evaluation of the SCCTR every 3 years. (SM)

ED 424 200 SP 038 166

Stocking, S. Holly, Ed.; Bender, Eileen T., Ed.; Cookman, Claude H., Ed.; Peterson, J. Vincent, Ed.; Votaw, Robert B., Ed.
More Quick Hits: Successful Strategies by Award-Winning Teachers.
PUB DATE- 98
NOTE- 144p.; "With the editorial assistance of Karen Evendon and Angie Wu.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *College Instruction; College Students; Computer Uses in Education; *Creative Thinking; Critical Thinking; Educational Technology; Higher Education; *Service Learning; *Student Evaluation; *Student Participation; Teacher Competencies; Teachers
IDENTIFIERS- Learning Communities; Student Led Activities

This book, a sequel to "Quick Hits," offers simple but successful strategies that award-winning teachers from Indiana University (IU) have found, through experience, to help promote learning in college classes. The original book grew out of the annual retreats of the Faculty Colloquium on Excellence in Teaching (FACET), an organization established to recognize and support distinguished teaching faculty from each of IU's eight campuses. This sequel extends the original volume's reach to include the successful strategies of teachers outside the FACET network. The book includes nine chapters as follows: (1) "Designing Courses and Environments for Learning," (2)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Catholic Schools; Elementary Secondary Education; Faculty Development; Foreign Countries; Inservice Teacher Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Sex Differences; *Teacher Attitudes
IDENTIFIERS- *Australia

This study compared teacher beliefs before and after participation in a pilot project designed to promote parental involvement in Catholic schools. The project, K-12 Professional Development Program: Parent Teacher Partnerships through Personal Development Education, involved K-12 teachers from six primary and secondary Catholic schools in a coastal Australian town. The program worked to band teachers in self-supporting networks and provide opportunities for self-identified inservice activities. Teachers were involved in a process through which they identified ways for teachers and families to work together toward partnerships at the classroom level. To investigate the effectiveness of the project, researchers collected data from an initial survey of teacher beliefs and practices and repeated the administration of the survey at the completion of the professional development activities. The researchers also examined journals and conducted interviews with participants. Data analysis indicated that teachers had concerns about demands on their professional time related to increased interaction with parents, while at the same time they strongly valued contact with parents. The teachers were confused about effective strategies for enabling parent involvement. Changes in teachers' attitudes reflected increased understanding about parents and the importance of parental involvement. There were significant gender differences in their responses. (Contains 14 references.) (SM)

ED 424 218 SP 038 187

Berghoff, Beth
Stance and Teacher Education: Understanding the Relational Nature of Teaching.
PUB DATE- 97
NOTE- 21p.; Revised version of a paper presented at the National Reading Confernce (Scottsdale, AZ, December 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; Higher Education; Interpersonal Competence; *Literacy Education; Power Structure; Preservice Teacher Education; Reader Text Relationship; Reading Instruction; Social Influences; *Teacher Attitudes; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- Positional Visibility

This essay explores the roots and implications of stance, which helps examine the daily practice of educating new teachers. Stance is about the positioning involved in teaching. It depends on a postmodern view of reality as being situational and interpreted, rather than fixed and predefined. In literacy education, a reader's relationship to text is either efferent (to gain information) or aesthetic (to have a lived-through experience). When readers assume one of the positions in

R. J. Owen (1975) proposed an approximate empirical Bayes procedure for item selection in adaptive testing. The procedure replaces the true posterior by a normal approximation with closed-form expressions for its first two moments. This approximation was necessary to minimize the computational complexity involved in a fully Bayesian approach, but is no longer necessary given the computational power currently available in adaptive testing. This paper suggests several item selection criteria for adaptive testing that are all based on the use of the true posterior. Some of the statistical properties of the ability estimator produced by these criteria are discussed and empirically characterized. An empirical study with 300 test items showed that the maximum predicted posterior expected information criterion had excellent mean-squared error for more extreme values of theta, and is the criterion elect for application in short adaptive tests. An appendix presents Owen's equations. (Contains 17 references.) (Author/SLD)

ED 424 236 TM 027 362

Glas, Cees A. W.
Detection of Differential Item Functioning Using Lagrange Multiplier Tests. Research Report 96-02.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Item Bias; Item Response Theory; Scores; Secondary Education; Secondary School Students; Simulation; *Test Items
IDENTIFIERS- Item Bias Detection; *Lagrange Multiplier Tests; Netherlands; One Parameter Model; Partial Credit Model; Rasch Model; Two Parameter Model

In this paper it is shown that differential item functioning can be evaluated using the Lagrange multiplier test or C. R. Rao's efficient score test. The test is presented in the framework of a number of item response theory (IRT) models such as the Rasch model, the one-parameter logistic model, the two-parameter logistic model, the generalized partial credit model, and the nominal response model. However, the paradigm for detection of differential item functioning presented here applies to other IRT models. The proposed method is based on a test statistic with a known asymptotic distribution. Two examples are given, one using simulated data and one using real data from 1,000 boys and 1,000 girls taking a Dutch secondary examination. (Contains 6 tables and 44 references.) (Author/SLD)

ED 424 237 TM 027 363

Glas, Cees A. W.
Testing the Generalized Partial Credit Model. Research Report 96-03.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Item Response Theory; *Mathematical Models; *Statistical Analysis
IDENTIFIERS- Dimensionality (Tests); *Partial Credit Model; Power (Statistics); *Rasch Model

The partial credit model (PCM) (G. N. Masters, 1982) can be viewed as a generalization of the Rasch model for dichotomous student learning. The Diploma Examinations Program, established in 1984, certifies the level of student achievement in selected Grade 12 courses, ensures that province-wide standards are maintained, and reports individual and group results. In the 1996-97 school year, in all courses except two mathematics courses, more than 90% of students achieved the acceptable standard. A high percentage of students achieved the standard of excellence in the sciences. The following sections are included: (1) "Grade 12 Diploma Examinations Program"; (2) "Summary of Results"; (3) "Results by Gender"; (4) "Results for Population Subgroups"; (5) "Special Study: Achievement-Over-Time for English 30 and Social Studies 30 Diploma Examinations"; and (6) "Examiners' Annual Summary Statements." Three appendixes discuss the diploma examination development process, guidelines for interpreting and using the tests, and percentage distribution of marks in diploma examination courses. (Contains 43 figures and 49 tables). (SLD)

ED 424 256 TM 029 128

Brown, Sally; Earlam, Carolyn; Race, Phil
500 Tips for Teachers.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Educational Assessment; Educational Planning; Foreign Countries; Learning; Secondary Education; *Secondary School Teachers; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods

This book is designed to be a useful compendium of sound and practical ideas to help the classroom teacher, especially the teacher who is new to the profession. It is primarily aimed at secondary school teachers, although those who work with younger children may find elements of the book useful. The book is not intended to be read cover-to-cover, but rather is intended to be a reference. It contains 52 sets of 10 tips each, each of which is intended to be relatively complete in itself. The sets are grouped under the following main headings: (1) techniques for effective teaching and classroom management; (2) planning and assessment; (3) using teaching and learning resources well; (4) supporting pupils' learning; (5) providing personal and pastoral care; and (6) being an effective colleague. (SLD)

ED 424 257 TM 029 129

Taggart, Germaine L., Ed.; Phifer, Sandra J., Ed.; Nixon, Judy A., Ed.; Wood, Marilyn, Ed.
Rubrics: A Handbook for Construction and Use.
PUB DATE- 98
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Testing; *Criteria; Diversity (Student); *Educational Assessment; Elementary Secondary Education; Performance Based Assessment; *Student Evaluation; Teacher Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Scoring Rubrics

effectively by local school personnel when the test materials are well-organized and all data handling steps are performed centrally. A technical appendix outlines the measurement justification for two design prototypes and describes procedure used in analyzing the data. (Contains 14 figures, 2 tables, and 19 references.) (SLD)

ED 424 274 TM 029 147

Jarvis, Peter; Holford, John; Griffin, Colin
The Theory and Practice of Learning.
PUB DATE- 98
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; Distance Education; Educational Practices; *Educational Theories; Elementary Secondary Education; *Learning; Teaching Methods

This book aims to provide interested practitioners with a little of the theoretical underpinnings of modern educational practices that center on learning. The book is divided into three sections. The first two chapters show how and why learning has gradually replaced education in the educational vocabulary. The next five chapters explore some of the more basic theories of learning, and the final seven chapter discuss some contemporary practices and relate them to the theory. The following chapters are included: (1) "The Emergence of Lifelong Learning"; (2) "The Social Background of Lifelong Learning"; (3) "Behaviourist Approaches to Learning"; (4) "Cognitivist Theories"; (5) "Social Learning"; (6) "Experiential Learning"; (7) "Types of Learning"; (8) "Culture and Learning"; (9) "Self-directed Learning"; (10) "Contracts and Learning"; (11) "Open and Distance Learning"; (12) "Work-based and Problem-based Learning"; (13) "The Learning Organization"; and (14) "Assessing Learning." (Contains 197 references.) (SLD)

ED 424 275 TM 029 148

Stefanakis, Evangeline Harris
Whose Judgment Counts? Assessing Bilingual Children, K-3.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Students; Case Studies; *Educational Assessment; Educational Research; *Informal Assessment; *Limited English Speaking; Primary Education; Research Methodology; Sociocultural Patterns; Special Education; *Student Evaluation; *Teacher Effectiveness; Test Construction

This book introduces the issues involved in the education of bilingual students and the role that classroom assessment plays in their school experiences. After summarizing what research tells educators, the book provides case studies of a group of highly skilled teachers assessing bilingual children. These stories capture the intricacies of classroom assessment and provide examples of what effective teachers know about informally assessing students on a day-to-day basis. The sociocultural framework for the discussion takes into account

"Creating Learning Communities," (3) "Fostering Critical and Creative Thinking," (4) "Helping Students Direct Their Own Learning," (5) "Service and Learning," (6) "Technology and Learning," (7) "Using Assessment and Evaluation for Learning," (8) "Learning To Teach and Teaching To Learn," and (9) "Quick List: Recommended Books on Teaching." An index of contributors and an index of subjects are included. "Quick Wits" words and pictures, designed to encourage and amuse, are placed throughout the book. (SM)

ED 424 201 SP 038 167

Technology Training for Teachers: Topics and Tips for Staff Development Planners.
PUB DATE- 98
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Internet; Program Development; *Staff Development; Teacher Competencies; Teacher Improvement
IDENTIFIERS- North Carolina

This workbook offers tips for staff development planners who train teachers about technology. The first six sections are "Getting Started with Competencies and Context," "Looking at Learner Needs," "Taking School Technology Inventory," "Outlining Parameters for Program Design," "Selecting Resources and Approaches," and "Resources and Approaches: An Overview of Options." The options described in the latter section include: audiotapes; conferences; consulting resources; digital disks (CD ROMs/laser videodiscs); interactive satellite network telecasts/videotapes; lesson plans; listservs; networked, computer-based resources; North Carolina Information Highway; observation and field trips; packaged workshops, seminars, and courses; parents and the community; peer mentors; professional development collection; students and teachers learning together; teachers teaching teachers (train the trainer); and videotapes. The last two sections are "Evaluating the Technology Training Program" and "Addressing Renewal, Registration, and Record Keeping Issues." The first two sections are, "Evaluating the Technology Training Program" and "Addressing Renewal, Registration, and Record Keeping Issues." More than half of the workbook includes the following 13 attachments: North Carolina Teacher Technology Competencies; local samples of training objectives, content, and parameters; a sample needs assessment form; a sample school technology inventory; the University of North Carolina Educational Consortia; the Regional Education Service Alliances/Consortia; Internet access options; a summary description of Eisenhower Year Eight Projects; featured sites and teachers in Star School Series: "Case Studies and Applications"; sample North Carolina Technology professional development programs; a Department of Public Instruction videotape loan library request form; guidelines for developing a professional collection; and a sample technology training program evaluation form. (SM)

ED 424 202 SP 038 168

Teacher Turnover in North Carolina, 1996. A Report of Three relationship to a text, only certain meanings are possible, while others are rendered invisible. This is the essential notion behind stance. There are multiple positions possible in any context, but none can expose everything. Teachers assign students a position relative to themselves when they assume a stance. When teachers take a stance, it aims at shaping, anticipating, meeting, and changing a student's self-perception. One teacher educator had undergraduate students write about their stance. There were several common themes in their stances (e.g., making school connect with life and a sense of themselves as learners). When the students took their stances with them during student teaching, their mentors were unimpressed. The mentor teachers also wrote their stances; they mentioned making connections with families but did not discuss the importance of school overlapping with life. Stance can help teacher educators and students understand that the paradoxes of teaching are worth viewing from many perspectives. (Contains 21 references.) (SM)

ED 424 219 SP 038 188

Robinson, Gary W.
New Teacher Induction: A Study of Selected New Teacher Induction Models and Common Practices.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Higher Education; Mentors; Preservice Teacher Education; Principals; School Culture; State Programs; Teacher Competencies; Teaching Experience
IDENTIFIERS- *Teacher Socialization

This paper provides a rationale for the importance of new teacher induction. Data come from an examination of relevant studies and of local, national, and international induction practices. Successful induction practices (1) help new employees settle into their environment, (2) help them understand their responsibilities, and (3) ensure that the organization receives the benefits of well-trained, highly motivated employees as quickly as possible. This often involves many workplaces using a peer coach for the first few weeks. The paper then suggests that school administrators must also develop procedures for familiarizing new staff with the school's culture, climate, and values. The paper then presents several components to induction. The first component is the preservice experience. This is followed by four other components: orientation, actually stepping into the classroom, mentoring, and review and evaluation. The paper provides information from research on the following: first-year teachers' perceptions, the benefits of effective induction programs, and state-legislated developments. It examines four teacher induction models that possess certain common components. It also offers one administrator's experience with beginning teacher induction. Three appendixes provide: a sample new employee orientation/induction process; data on teachers' perceptions of beginning teacher needs; and a chart listing findings from five major surveys of state new teacher induction programs. (Contains 22 references.) (SM) items to the case of polytomous items. In many cases, the PCM is too restrictive to fit the data. Several generalizations of the PCM have been proposed. In this paper, a generalization of the PCM (GPCM), a further generalization of the one-parameter logistic model, is discussed. The model is defined and the conditional maximum likelihood procedure for the method is described. Two statistical tests for the model, based on generalized Pearson statistics, are presented. The first is a generalization of some well-known statistics for the Rasch model for dichotomous items to the GPCM which has power against incorrect specifications of the form of the item characteristic curves. The other test has power against local dependence and multidimensionality, and is built on an approach introduced by A. L. van den Wollenberg (1982) and C. A. W. Glas (1988) for testing unidimensionality in the Rasch model for dichotomous items. Some simulation studies are presented concerning the power of the tests. (Contains 31 references.) (SLD)

ED 424 238 TM 027 364

Glas, Cees A. W.; Beguin, Anton A.
Appropriateness of IRT Observed Score Equating. Research Report 96-04.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Cutting Scores; *Equated Scores; Foreign Countries; *Item Response Theory; *Scoring; Secondary Education; Secondary School Students; Test Format; *Test Results
IDENTIFIERS- Netherlands; Number Right Scoring; Polytomous Scoring; Rasch Model

Recently, L. Zeng and M. J. Kolen (1995) have introduced item response theory (IRT) observed score (OS) equating of number-correct (NC) scores for equating different forms of a test. In this paper, IRT-OS-NC equating is adapted to equating the cut-off scores of examinations. Next, the differences between results obtained using a Rasch model for polytomously scored items and results obtained via the nominal response model are evaluated. For both versions of IRT-OS-NC equating confidence intervals are derived. Finally, two procedures for testing the validity of the procedure are presented. Differences between the two versions were not very large. The methods studied here are exemplified with the results of equating a number of the examinations in secondary education in the Netherlands. Some limitations of the approach are discussed. (Contains one figure and seven tables.) (Author/SLD)

ED 424 239 TM 029 065

Desforges, Charles
Testing and Assessment. Education Matters Series.
PUB DATE- 89
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *British National Curriculum; *Educational Assessment; Educational Change; Elementary Secondary Education; Foreign Countries; Grading; *National Competency Tests;

This handbook provides teachers and administrators with strategies to construct, adapt, and use rubrics. A rubric is defined as a tool for assessing instruction and performance according to predetermined expectations and criteria. The chapters in this text contain guidance on formulating, applying, and reviewing the pros and cons of this form of alternative assessment. Cross-curricular rubrics are provided, which should be useful in many classroom scenarios either as constructed or after being adapted to meet the needs of the classroom situation. The following chapters are included: (1) "Assessment That Drives Instruction" (Ethel Edwards); (2) "Program Rubrics" (Deliece Mullen, Judy A. Nixon, Sandra J. Phifer, Germaine L. Taggart, and Marilyn Wood); (3) "Student Implementation of the Rubric" (Nancy Harman); (4) "Rubrics: Setting Criteria for Young Learners" (Sandra J. Phifer and Judy A. Nixon); (5) "Rubrics: A Cross-Curricular Approach to Assessment" (Germaine L. Taggart and Marilyn Wood); (6) "Reading, Writing, and Classroom Rubrics: Ways To Motivate Quality Learning" (Craig S. Shwery); (7) "Using Rubrics in Specialty Areas" (Sandra J. Phifer); (8) "Student Computer Use and Assessment" (John Neal); (9) "The Diverse Learner: Setting Meaningful Criteria" (Juliann Bliese); and (10) "Rubrics: A Tool for Ongoing Teacher Evaluation" (Germaine L. Taggart). (Contains 79 figures.) (SLD)

ED 424 258 TM 029 130

Mislevy, Robert J.; Almond, Russell G.
Graphical Models and Computerized Adaptive Testing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Educational Testing; Higher Education; *Item Response Theory; Language Proficiency; Language Tests; *Models; *Test Construction; Validity
IDENTIFIERS- Graduate Record Examinations; *Graphic Representation

This paper synthesizes ideas from the fields of graphical modeling and education testing, particularly item response theory (IRT) applied to computerized adaptive testing (CAT). Graphical modeling can offer IRT a language for describing multifaceted skills and knowledge, and disentangling evidence from complex performances. IRT-CAT can offer graphical modelers several ways of treating sources of variability other than including more variables in the model. In particular, variables can enter into the modeling process at several levels: (1) in validity studies (but not in the ordinarily used model); (2) in task construction (in particular, in defining link parameters); (3) in test or model assembly (blocking and randomization constraints in selecting tasks or other model pieces); (4) in response characterization (i.e., as part of task models that characterize a response); or (5) in the main (student) model. The Graduate Record Examination is used to illustrate ideas in the context of IRT-CAT, and extensions are discussed in the context of language proficiency testing. (Contains 1 table, 9 figures, and 49 references.) (Author/SLD)

ED 424 259 TM 029 132

Studies Conducted for the State Board of Education.
PUB DATE- 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Labor Turnover; Questionnaires; Student Behavior; Student Motivation; *Teacher Attitudes; *Teacher Persistence; Teacher Response; Teacher Retirement; Teacher Salaries; Teaching (Occupation); Telephone Surveys
IDENTIFIERS- *North Carolina

Three surveys conducted during the summer of 1996 examined why North Carolina teachers leave the profession. Two of the surveys, conducted by the Division of Human Resource Management, went to the personnel office of each school system and to teachers who left the profession in 1995-96. The third survey was an independent telephone survey, conducted at the request of the State Board, of over 1,000 teachers. Responses of personnel offices to the first survey indicated that retirement, relocation, and teaching elsewhere were the primary reasons teachers had left. Respondents identified six teaching areas with major shortages and noted that better compensation would help retain teachers. Responses to the teacher survey indicated that 37 percent of 2,079 responding teachers left because of retirement, loss of contract, health, or relocation, 42 percent took jobs not in education, and 21 percent transferred to other school systems. Issues influencing teachers' decisions to leave included student behavior, lack of administrative support, salary, and student motivation. Three-quarters of respondents added comments about their frustrations and suggested strategies that might have induced them to remain. The telephone survey identified pregnancy/child care as the primary reason for leaving, though administrative support and salary were also important factors. Incentives to remain included higher pay and lower class size. Issues cited in all three studies were student behavior/motivation, teacher compensation, class size, and administrative support. Three appendixes contain research methodology, sample disposition, and the survey. (SM)

ED 424 203 SP 038 169

Keller, Robert; Owens, Tom; Clifford, Matthew
Teacher Preparation and School-to-Work. A 25-State Survey of Higher Education. Northwest Regional Educational Laboratory Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Education Work Relationship; Educational Strategies; Faculty Development; Higher Education; Preservice Teacher Education; Readiness; Relevance (Education); Secondary Education; *Student Teachers; Student Teaching; Teacher Competencies; Teacher Participation; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *School to Work Opportunities Act 1994

The 1994 School-to-Work Opportunities Act (STWOA) offers states

ED 424 220 SP 038 189

Kerchner, Charles Taylor; Koppich, Julia E.; Weeres, Joseph G.
Taking Charge of Quality. How Teachers and Unions can Revitalize Schools. An Introduction and Companion to "United Mind Workers."
PUB DATE- 98
NOTE- 64p.; For the "United Mind Workers" publication, see ED 419 295.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; Peer Evaluation; Public Education; Standards; Teacher Associations; Teacher Competencies; Teacher Evaluation; *Teacher Role; *Teachers; *Unions

This book suggets that teachers and teacher unions should take the lead in making changes to promote educational quality and prepare students for the 21st century, where knowledge rather than industry will be the organizing principle. Part 1, "A Call to Action," describes how American society is changing and how these shifts necessitate the transformation of American education. It discusses educational challenges and what teachers and unions can do to deal with the challenges. Part 2, "A Commitment to Quality," explores the role that teachers and unions must take in bringing about educational change, discussing how to improve the craft of teaching, upgrade educational standards, and evaluate the work of peers. Part 3, "Organizing Around Transforming Schools," lays out a proposal for how unions can organize around a primary commitment to improving education. It discusses new contracting strategies, hiring and rewarding teachers, creating more career flexibility for teachers, and what teachers can do now to begin the process of change. (SM)

ED 424 221 SP 038 190

Collay, Michelle; Dunlap, Diane; Enloe, Walter; Gagnon, George W., Jr.
Learning Circles. Creating Conditions for Professional Development.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community; Cultural Awareness; Educational Improvement; Elementary Secondary Education; *Faculty Development; Reflective Teaching; Teacher Attitudes; *Teacher Improvement; Teachers
IDENTIFIERS- *Learning Circles; *Learning Communities; Reflective Thinking

This book shows how learning circles (small groups of learners who come together to support each other in learning) can make great improvements in teaching quality. Teachers can form learning circles based on six key conditions that promote healthy communities of learners and successful professional

*Standardized Tests; Test Construction; *Test Use; Test Wiseness; *Testing Problems
IDENTIFIERS- External Examination Program; *United Kingdom

Compulsory national testing for children at ages 7, 11, 14, and 16 years is part of the British National Curriculum. This development contributes to the fact that the issue of assessment is of increasing interest to parents, teachers, administrators, and employers. This book attempts to explain how assessment systems work and the uses that can be made of assessment results. Chapter 1, "The Purposes of Assessment," describes the different sorts of decisions that can be made using educational assessment methods. In Chapter 2, "The Basic Tools of Assessment," the basic techniques of assessment are described, including essays, objective tests, and oral work. Chapter 3, "Using the Tools," explains how test designers decide what to test and how their decisions influence teachers and students. In Chapter 4, "Standardized Tests," the design and use of standardized tests are described as large-scale tests are explained. Chapter 5, "External Examinations," explains how major public examinations in the United Kingdom are designed, how papers are marked, and how grades are awarded. Chapter 6, "Reforms in Educational Assessment," deals with reforms in the public assessment system, including the national assessment system. The last chapter, "Making the Most of Testing," suggests how students can be helped to make the most of an assessment system and how parents and employers can make the best use of assessment results. (Contains 18 figures and 3 tables.) (SLD)

ED 424 240 TM 029 066

Wolfendale, Sheila, Ed.
Assessing Special Educational Needs.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- British National Curriculum; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Higher Education; *Inclusive Schools; Interdisciplinary Approach; Legislation; Mainstreaming; Parent Participation; Preschool Education; Special Education; *Special Needs Students; Student Evaluation; *Test Use
IDENTIFIERS- *United Kingdom

This essays in this book contain valuable and up-to-date information about current issues and developments in assessing special educational needs. The context of the book is the mainstream setting in the United Kingdom. The aim of these chapters is to consider special needs in inclusive education, consistent with British special needs legislation. The following chapters are included: (1) "From the Task Group on Assessment and Testing to Standard Assessment Tasks and Tests" (Lea Pearson); (2) "The 1981 Education Act: A Critical Review of Assessment Principles and Practice" (Trevor Bryans); (3) "Assessing for Special Needs and Supporting Learning in the Early Years and Nursery Education" (Sonya Hinton); (4) "Baseline Assessment and Special Educational Needs" (Geoff Lindsay); (5) "Primary Special Needs and National Curriculum Assessment" (Rea Reason); (6) "Assessing for Special Needs in the Secondary School" (Carol Wyllyams); (7) "Entitlement and Ownership: Assessment in Further and Higher Education and Training" (Jenny Corbett); (8) "Interdisciplinary Perspectives

Doolittle, Martha
Juvenile Justice Alternative Education Program Report 1997-98. Publication No. 97.07.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; Attendance; Attitude Change; Behavior Rating Scales; *Delinquency; Elementary School Students; Expulsion; High Schools; Intermediate Grades; Junior High Schools; *Juvenile Justice; *Nontraditional Education; Program Evaluation; School Districts; Secondary School Students; Special Education; State Legislation; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX

The Juvenile Justice Alternative Education Program (JJAEP) of Travis County, Texas, serves students aged 10 to 17 who have been expelled from the Travis County, Luling, and Gonzalez school districts under Chapter 37 of the Texas Education Code for serious offenses such as felony drug possession, assault, or weapons possession. The program provides daily instruction and supervision for students placed there. The goals are to provide an effective education program and to help students achieve behavioral and academic improvement. Data for the evaluation reported in this document include participant demographic, academic, and behavioral indicators. In the 1997-98 school year, the JJAEP served 55 students, of whom 61.8% had been referred for discretionary offenses and the remainder for mandatory offenses. The 1997-98 school year was the first in which students could be sent to the program for discretionary offenses. The average attendance rate for JJAEP students during the 1997-98 school year was 79%. Almost one-third of the participants had a special education classification. Although there were average gains on the Wechsler Individual Achievement Test over the school year for participants, most were still in the low performance range, with mandatory students more likely to be in the average performance range than the discretionary students. Few if any conclusions could be drawn from data from the Texas Assessment of Academic Skills, since so many students were exempt from this examination. An examination of discipline data showed that only one student returned to JJAEP, yielding a recidivism rate of 1.8%. Evaluators recommended that a behavioral measure be added to future evaluations to assess students' emotional and behavioral improvement. Other recommendations included facilitating students' returns to their home schools, improving data collection, and following the long-term progress of all JJAEP students. Four appendixes contain excerpts from the Texas Education Code, and tables of JJAEP participant characteristics, academic measures, and behavioral measures. (Contains 16 tables, 6 figures, and 2 references.) (SLD)

ED 424 260 TM 029 133

Texas Assessment of Academic Skills 1997-98 Report. Publication Number 97.12.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; Achievement

federal assistance to develop and implement statewide systems for ensuring that all K-12 students have a seamless transition from secondary education to high-quality employment and/or further education. This report describes findings from studies by the Mid-Continent Regional Educational Laboratory (McREL) and Northwest Regional Educational Laboratory (NWREL), which examined how colleges of education in 25 states prepared preservice teachers for working in STW environments. Surveys asked about: educational strategies for providing teachers with skills and knowledge regarding STW; percentage of preservice teachers participating in work-related experiences; level of faculty involvement in activities to prepare teachers for STW systems; reasons for low faculty involvement; extent to which teacher education program administrators felt their graduates were prepared for activities involved in school-based learning, work-based learning, and connecting activities; and types of professional development opportunities offered by institutions to provide existing classroom teachers with STW skills and knowledge. Results indicated a limited awareness, understanding, and acceptance of STW concepts among higher education institutions. Administrators believed their graduates were well-prepared to provide school-based learning, less prepared to connect school and work, and not well-prepared to facilitate work-based learning opportunities for students. Most indicated no plans to further develop STW emphasis in their programs. Three appendixes offer the McREL cover letter, the NWREL cover, and a tabulated copy of the Teacher Preparation for School-to-Work Survey. (SM) development. The six conditions are (1) building a community with other learners, (2) constructing knowledge through personal experience, (3) supporting other learners in their reflective practices, (4) documenting reflections on personal experiences, (5) assessing teachers' expectations, and (6) improving the culture in the classroom. The book's first 7 chapters define learning circles and the six essential conditions and review the important organizational aspects of group process related to creating communities of learners. A final chapter demonstrates how all six conditions interact and are essential for creating and recreating healthy learning circles and communities of learners. The chapter offers suggestions for using the six conditions to develop larger communities of learners beyond the framework of learning circles. (Contains 63 references.) (SM)

on Assessment" (Ron Davie); (9) "Involving Parents in Assessment" (Sheila Wolfendale); and (10) "Towards an Interactive System of Assessment" (Miles Halliwell and Tom Williams). Each chapter contains references. (Contains six figures and one table.) (SLD)

ED 424 241 TM 029 067

Keresty, Barbara; O'Leary, Susan; Wortley, Dale
You Can Make a Difference: A Teacher's Guide to Political Action.
PUB DATE- 98
NOTE- 88p.; Foreword by Richard L. Allington.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; Citizen Participation; Elementary Secondary Education; Guides; Leadership; *Political Attitudes; Program Evaluation; Program Implementation; Social Action; Teacher Role; *Teachers

This book recounts the experiences of three teachers who turned activists when the Reading Recovery program at their schoools was threatened by budget cuts. Chapter 1, "How To Get a Program," details specific steps for the initiation and successful implementation of a program, describing how to research a solution, gain support, develop an evaluation plan, and secure funding. Chapter 2, "How To Keep a Program," outlines steps to take to defend a program, including public relations and networking steps. In Chapter 3, "How To Think and Act Politically," further aspects of thinking and acting politically are described. These include learning from other political leaders, creating a focus, providing leadership, speaking publicly, and nurturing oneself. Twenty appendixes contain additional information about specific areas and many sample letters, press releases, and evaluation documents. (Contains 22 references.) (SLD)

Gains; *Achievement Tests; Criterion Referenced Tests; Elementary Secondary Education; *Mastery Tests; Mathematics Tests; Reading Tests; State Programs; *Test Results; Testing Programs; Writing Tests
IDENTIFIERS- Texas; *Texas Assessment of Academic Skills

The Texas Assessment of Academic Skills (TAAS) is a state-mandated, criterion-referenced or mastery test that has been administered since the 1990-91 school year. The TAAS measures student mastery of the statewide curriculum in reading and mathematics at grades 3 through 8 and at the exit level, and in writing at grades 4 and 8 and at the exit level. Although other TAAS tests are sometimes administered, the results presented and reviewed in this report are limited to the results that are included in the calculation of the State Accountability System Ratings, the aforementioned reading, mathematics, and writing tests. The report format, new this year, includes a presentation of district TAAS gains and progress toward meeting the TAAS goal and a presentation of TAAS results by grade and by disaggregated group for reading, writing, and mathematics, which includes a review of the effectiveness of prior year initiatives and strategies and recommended initiatives and strategies for the coming year. Results by objectives are not presented at the district level. Other sections of the report include a discussion of the campus improvement planning process and a summary of changes in the state accountability system for the 1998-99 school year. Campuses showed the highest gains for white students in all areas, but over all disaggregated groups, the greatest percentage of campuses made gains in mathematics. Results indicate that the strategies and initiatives that have been used to improve student achievement in mathematics have been successful, and should be continued. However, the strategies and initiatives for improving student achievement in reading and writing need to be reviewed. Seven appendixes contain a calendar of Texas Accountability System events for 1998-99, the Texas Education Agency website address, a catalogue of TAAS reports, a document on interpreting the Texas Learning Index, and some other TAAS results. (Contains 43 figures.) (SLD)

the social, cultural, and linguistic issues involved in learning. The following chapters are included: (1) "Whose Judgment Counts When Assessing Bilingual Children? Why Study Teachers?"; (2) "What Research Suggests about Assessing Bilingual Children"; (3) "Teachers Preparing Themselves To Assess Bilingual Children"; (4) "How Teachers Do Classroom Assessments: Noting Struggles and Breakthroughs, Discovering Strengths"; (5) "Portrait of Kathy: Kids Helping Kids"; (6) "Portrait of Manuel: Creating Lifelong Learners"; and (7) "Conclusions and Implications." A discussion of the research methodology follows the text. Two appendixes contain a documentation and assessment plan and a chart of the educational implications of formal assessments. (Contains 7 figures and 132 references.) (SLD)

ED 424 276   TM 029 155

Cheng, Maisy; Yau, Maria
The 1997 Every Secondary Student Survey: Preliminary Findings. No. 227.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum; *Diversity (Student); Extracurricular Activities; Foreign Countries; Needs Assessment; Parent Participation; Profiles; Program Development; Public Schools; Secondary Education; *Secondary School Students; Socioeconomic Status; Student Attitudes; *Student Characteristics; *Student Surveys; Tables (Data); Urban Schools
IDENTIFIERS- *Toronto Public Schools ON

This report provides a snapshot of the former Toronto (Ontario, Canada) secondary schools as they were in the spring of 1997. The 1997 survey of secondary school students is the ninth in a series going back to 1970. Data from these surveys is used in identifying student needs and developing programs to help students of all backgrounds to achieve in school. In 1997, a total of 21,237 student surveys were received from the regular secondary schools, and 1,535 surveys were received from students in the adult secondary schools. In the past 10 years, the Toronto secondary school system has been becoming more diverse racially and culturally. The percentage of non-White students has gone from 38% in 1987 to 53% in 1997, and students in Toronto represent a wide spectrum of socioeconomic backgrounds. Overall, students' perceptions about their schools, teachers, and the curriculum were positive. About three of four students were involved in extracurricular activities, and about 40% volunteered in school. Information was also collected on student computer use, program levels and program participation, future plans, and self-ratings of various skills. Less than half of the students reported that their parents were involved in school activities. The results provide an overall profile of students in the Toronto school district. Four appendixes contain tables of students by country of birth and cultural religious background, student perceptions of the curriculum, and cost as a barrier to participation in school activities. (Contains 9 tables, 25 figures, and 4 references.) (SLD)

ED 424 277   TM 029 156

Cheng, Maisy; Yau, Maria

The 1997 Grade 7/8 Every Student Survey: Preliminary Findings. No. 228.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Computer Literacy; Computer Uses in Education; Cultural Differences; *Diversity (Student); Extracurricular Activities; Foreign Countries; Grade 7; Grade 8; *Junior High School Students; Junior High Schools; Self Concept; *Socioeconomic Status; Student Attitudes; *Student Characteristics; *Student Surveys; Tables (Data); Urban Schools; Urban Youth
IDENTIFIERS- *Toronto Public Schools ON

This report provides a snapshot of students in grades 7 and 8 of the former Toronto (Ontario, Canada) public schools as they were in 1997. The first survey of students in grades 7 and 8 was conducted in 1970, and surveys have been conducted periodically since then. The survey, which was completed by 7,081 students, 92% of all students in grades 7 and 8, focused on: (1) student characteristics; (2) students' feelings about their teachers and the curriculum; (3) students' involvement in out-of-class activities; (4) students' use of computers; (5) school awards; (6) future school and career plans; (7) self-ratings of various skills; and (8) parental involvement. Most (70%) of the students were Canadian-born, but 35% had other languages as their mother tongue, and nonwhite students made up almost half of the student population. Students came from a wide range of religious and socioeconomic backgrounds. Overall, students' perceptions about their schools, teachers, and the curriculum were positive. Most of the grade 7 and 8 students were involved in extracurricular activities, and more than half volunteered in school. About 60% of these students aspired to attend college. Most students rated themselves as good in social skills, but less than 40% considered themselves good at organizational skills. Three quarters of the students reported that their parents were involved in school activities. Information from this survey informs administrative and teaching staff about the needs of students and makes it possible to provide an inclusive learning environment for all the city's students. Two appendixes provide charts of student distribution by country of birth and religious cultural background. (Contains 5 tables, 26 figures, and 3 references.) (SLD)

ED 424 278 TM 029 157

Campbell, Dirk; DeWall, Lora; Roth, Trenton; Stevens, Sharon
Improving Student Depth of Understanding through the Use of Alternative Assessment.
PUB DATE- 98
NOTE- 200p.; Master's Action Research Project, St. Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Comprehension; *Cooperative Learning; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Problem Solving; *Self Evaluation (Individuals); Teaching Methods; Test Use; Thinking Skills
IDENTIFIERS- *Alternative Assessment

This report describes a program for improving students' depth of understanding through the use of alternative assessment. The targeted population consisted of students at one elementary, one junior high, and two high schools in two growing middle class communities in northern Illinois. Lack of student understanding was documented through teacher observation checklists, journal entries, student reflections, and content evaluations. Analysis of probable cause data reveals that students' lack of understanding is due to current assessment practices, currently used instructional strategies, and scheduling and curriculum constraints. A review of solution strategies suggested by researchers and educators, combined with an analysis of program setting, resulted in the selection of two major categories of intervention. The first was a revision of instructional strategies focusing on higher-order thinking, problem solving, and cooperative learning. The second was implementing alternative assessments to evaluate student understanding and creating opportunities for student self-assessment. Postintervention data indicated an increase in students' depth of understanding of content. Through the use of cooperative learning, class bonding took place and a comfortable learning environment was created. With an emphasis placed on the use of graphic organizers, students were better with their organizational skills. The continued teaching of problem-solving strategies improved students' ability to think logically. Alternative assessments provided students with a greater sense of ownership of their work, a more enthusiastic approach to learning, and the increased use of higher-order thinking. Student reflection requirements developed their metacognitive skills and gave students a way to assess and chart their own progress. Evidence shows that students have gone beyond the basics to a deeper understanding of content. Thirty-seven appendixes present cover letters and forms used in the study and other supplemental information. (Contains 8 tables and 49 references.) (Author/SLD)

their counterparts in schools without NJSSI affiliation. Evidence with respect to the second question was too limited, and the question could not be answered. With regard to question 3, it was found that inequities in performance had actually worsened. The knowledge gap between underserved school districts and the rest of the state increased on the state-mandated eighth grade assessment in mathematics during the time the NJSSI was in operation. In addition, the knowledge gap between students from affluent suburbs and urban students increased in Advanced Placement Calculus, Advanced Placement Biology, and Advanced Placement Computer Science. (Contains five figures, eight tables, and nine endnotes.) (SLD)

ED 424 293 TM 029 179

Snow-Renner, Ravay
Mathematics Assessment Practices in Colorado Classrooms: Implications about Variations in Capacity and Students' Opportunities To Learn.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Practices; Educational Research; *Elementary School Teachers; Elementary Secondary Education; *Mathematics Education; *Secondary School Teachers; Surveys; Tables (Data); *Teacher Attitudes
IDENTIFIERS- Authentic Assessment; *Colorado; *Opportunity to Learn; Reform Efforts

To measure the extent of student opportunities to learn relative to educational reform goals, the Colorado Educational Policy Consortium at the University of Colorado-Denver designed and administered teacher and student surveys about instructional and assessment-related processes statewide. This study uses data from the 1997 teacher survey to explore teacher reports about assessment practices in mathematics classrooms relative to student opportunities to learn. Survey responses were received from 737 mathematics and science teachers in grades 4, 8, and 10 (approximately 17% of the teachers for those grades), and 116 elementary school and 223 secondary school students provided information about their classroom assessment practices. The emphasis of elementary school teachers on authentic assessments was greater than that reported by secondary school teachers. However, overall findings indicate that students in different classrooms experience differential opportunities to learn relative to reform-oriented assessments, and that teachers indicate varying levels of capacity for implementing such assessment practices. Such variation may be partially attributable to fluctuations in teacher capacity and knowledge and partially to ambiguous policy definitions of reform in Colorado. Implications for further study include extending research about student opportunity to learn through alternative examinations of classroom-level assessment practices, and greater investment in building local teacher capacity. (Contains 6 tables and 54 references.) (SLD)

ED 424 294 TM 029 182

Neal, Menka E.

The Predictive Validity of the GRE and TOEFL Exams with GGPA as the Criterion of Graduate Success for International Graduate Students in Science and Engineering.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Engineering; *Foreign Students; *Grade Point Average; *Graduate Students; Graduate Study; Higher Education; Indians; *Sciences; *Scores; Tables (Data); Test Results
IDENTIFIERS- Chinese People; *Graduate Record Examinations; *Test of English as a Foreign Language

This study investigated the relationship between graduate grade-point-average (GGPA) and the total score, as well as the scores on each part, of the Graduate Record Examination (GRE). It also investigated the relationship between GGPA and the total score, as well as the scores on each part, of the Test of English as a Foreign Language (TOEFL). The sample for the study consisted of 47 Indian and Chinese international graduate students who had completed their master of science degrees in an area of science or engineering at Rose-Hulman Institute of Technology (R-HIT) between the academic years of 1994-95 and 1997-98. All of the students in the study completed the GRE and TOEFL tests prior to their admission to R-HIT. The results of the study show that there is a significant positive linear correlation between GRE quantitative scores and GGPA, as well as a significant positive linear correlation between the GRE analytical scores and GGPA. Both of the correlations were significant at the 0.05 level. The study also shows that there are no other significant linear correlations, either positive or negative, between any of the other scores (TOEFL Total; TOEFL, Division 1; TOEFL, Division 2; TOEFL, Division 3; GRE Total; and GRE Verbal) and GGPA. (Contains 9 figures, 9 tables, and 10 references.) (Author/SLD)

ED 424 295 TM 029 185

Reporting Texas Advanced Placement Examination Performance: Promoting a Head Start on the Transition to College. Policy Research Report No. 7.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; Advanced Placement Programs; *College Bound Students; College Students; Costs; Educational Policy; Educational Trends; *High School Students; High Schools; Higher Education; *Participation; *Performance Factors; School Size; Tables (Data)
IDENTIFIERS- College Entrance Examination Board; *Texas

Advanced Placement (AP) participation and examination performance data are important in understanding the extent to which Texas students have completed courses that may qualify them for a "head start"--advanced standing, course credit, or both standing and credit--upon beginning college or university course work. A brief history and overview of the College Board AP program is presented in this report, along with a general description of AP courses and examinations, AP benefits and costs, Texas high school graduation requirements with AP components, and college and university AP policies. In addition, recent efforts contributing to increased policy and

research interest in Texas AP examination performance, such as the Texas Advanced Placement Incentive Program and national and regional reports of AP examination data, are covered. National and Texas AP participation and performance data provide a backdrop for discussion of issues related to reporting of AP indicator data. Trends in national and Texas AP participation and performance are presented. Texas AP participation and performance are also examined in relation to student demographic characteristics and course-taking patterns, and campus and district characteristics. The report concludes with a discussion of statutory considerations for adopting AP indicators, other potential avenues for AP results reporting and research, and basic considerations for AP results interpretation and reporting. One finding is that, although the cost of AP examinations is less of an issue than it once was, examination fee costs are still a potential barrier to campus or district participation rates. Another finding from Texas data is that small schools and small districts typically have lower AP examination participation than large schools and districts. (Contains 8 tables, 6 figures, and 34 references.) (Author/SLD)

ED 424 296 TM 029 186

Strauss, Robert P.
Teacher Preparation and Selection in Pennsylvania: Ensuring High Performance Classroom Teachers for the 21st Century.
SPONS. AGENCY- Pennsylvania State Board of Education, Harrisburg.
PUB DATE- 98
NOTE- 237p.; "With the assistance of Lori R. Bowes,Mindy S. Marks, and Mark J. Plesko."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; *Educational Policy; Educational Practices; *Personnel Selection; Public Schools; *Standards; State Programs; *Superintendents; Surveys; Teacher Certification; *Teacher Education; Teacher Qualifications; Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- *Pennsylvania

This report provides a comprehensive view of teacher preparation, program approval, and teacher selection practices in Pennsylvania and other states. The major premise is that, due to changing student and teacher demographics, Pennsylvania has an opportunity to improve the quality of the teaching force as teachers retire and as Pennsylvania raises its expectations of student achievement. Chapter 1 of the report is an Executive Summary. Chapter 2, "Introduction," discusses the changing nature of state education policy and the importance of classroom teacher quality. Chapter 3, "Other Studies of Teacher Supply and Demand, Training, Quality, and Hiring," examines the academic literature and state specific studies of teacher preparation, focusing on six states. In Chapter 4, "Teacher Preparation and Program Approval in Other States," states are compared in terms of their self-reported teacher certification requirements. Chapter 5, "An Overview of Pennsylvania's Public Education System," describes the basic empirical features of the Pennsylvania public education system, which is projected to enroll 1.811 million students by school year 2000. Chapter 6, "Teacher Preparation and Selection in Pennsylvania," examines in detail what is known about the standardized teacher examinations used in Pennsylvania and comparison states. Chapter 7, "Teacher Quality and Teacher Selectivity in Pennsylvania," examines the issue of teacher quality, as

measured by success on standardized content knowledge examinations. Chapter 8, "Employment Procedures and Practices in Pennsylvania," reports the results of surveying each of Pennsylvania's 501 school superintendents, school board presidents, and union presidents in terms of their teacher recruitment practices. Chapter 9, "Implications for Public Education in Pennsylvania," discusses conventional and unconventional reform strategies to improve the preparation, selection, and development of teachers in Pennsylvania. Chapters 10 through 14 contain, respectively, the complete employment survey and letters of solicitation, Connecticut's program approval standards, communications from the Study Liaison Committee to local school officials, the 1998 Study Liaison Committee Recommendations to the State Board of Education, and a bibliography of 61 sources. (Contains 65 tables.) (SLD)

DOCUMENT RESUME
ED 423 358

RIE VOL.34 NO.3.
MARCH 1999

FROM:ED 424 297
TO:ED 424 349

0003

ED 424 297 TM 029 189

School Enrollment--Social and Economic Characteristics of
Students: October 1996 (Update). Detailed Tables and
Documentation for P20-500.
PUB DATE- 98
NOTE- 148p.; For the one-page report to which these tables refer, see ED 411 291.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Attendance; *Census Figures; Dropouts; *Economic Factors; Educational Attainment; *Elementary Secondary Education; Employment Patterns; *Higher Education; Mothers; Preschool Education; Racial Differences; Sex Differences; *Social Influences; *Student Characteristics; Tables (Data); Urban Youth
IDENTIFIERS- Current Population Survey

This document contains the detailed tables that complement a one-page report with statistics on U.S. residents enrolled in school by a variety of characteristics. The set of detailed tabulations consists of 19 tables from the 1996 October Current Population Survey and 7 historical tables. Data in the tables are estimated based on a sample survey (the Current Population Survey) and are subject to sampling variability since they are not based on a complete enumeration of the population. These tables include information on age, enrollment level, sex, race, Hispanic origin, type of school, attendance status, employment status, family type, income, region, metropolitan status, mother's labor force status and educational level, marital status, and years of school completed. Some historical data, on topics such as dropout rates and the age distribution of college students, are also provided. These tables indicate that more than one-fourth of the population, 70.3 million people, were enrolled in regular school. Elementary school enrollment stood at 31.5 million children, and high school enrollment totaled 15.3 million students. The annual high school dropout rate (from grades 10 to 12) was 4.7%. The dropout pool of people not enrolled and not a high school graduate of young adults aged 18 to 24 years old totaled 3.1 million, or 12.8% of this age group. (SLD)

ED 424 298 TM 029 190

Cullingford, Cedric, Ed.
Assessment versus Evaluation. Children, Teachers and Learning Series.
PUB DATE- 97
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; National Curriculum; Research Methodology; School Effectiveness; Self Evaluation (Individuals); *Student Evaluation; *Teacher Evaluation; *Test Use
IDENTIFIERS- *England

The chapters in this collection deal with a range of issues that surround the positive and negative aspects of assessment and distinguish assessment and evaluation. Educational organizations have become more and more dominated by the processes of assessment and evaluation in various guises such

ED 424 316 UD 032 579

Hadfield, Mark; Bakut, S.
TIME for Change--Life Long Learning and a Black Inner City Community.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Attitudes; *Blacks; College Faculty; *Community Development; Foreign Countries; Higher Education; Inner City; *Lifelong Learning; Minority Groups; Public Policy; *Racial Discrimination; Urban Areas; *Urban Problems; Vocational Education
IDENTIFIERS- *Afro Caribbeans; England

The TIME Project was an effort to improve the access to and use of higher level vocational education and training among the black communities of Nottingham (England). The emphasis was on the city's community of African Caribbeans. This paper discusses the development of the TIME Project from the perspectives of a white academic community from the University of Nottingham, the university associated with the project, and a black community development worker. Their different perspectives reflect both an outsider's view of the situation of the African Caribbean community and the view of an insider. The paper's central argument is that the development of the TIME Project revealed new forms of racist practices that required project workers to rethink the scope of access programs in the African Caribbean community. These practices were new forms of racism in that they arose within contexts of policy and practice that did not exist until relatively recently and they were not primarily constructed around a racist ideology, either individual or collective. The processes and structures that have limited the lifelong learning opportunities of these African Caribbeans owe their existence to the dominant political discourses. The discourse of urban regeneration in Nottingham has shaped a context in which powerful local organizations are pursuing a strategic aim of dominance within a local training and education market. The absence of a black middle class with sufficient economic and political power to exert influence on its own community and on the mainstream providers of education is a key gap within the power matrices of social exclusion. It is important to recognize that access programs themselves are structured by discourses that can maintain exclusionary practices. (Contains 13 references.) (SLD)

ED 424 317 UD 032 580

Zady, Madelon F.; Portes, Pedro R.; DelCastillo, Kent; Dunham, Richard M.
When Low SES Parents Cannot Assist Their Children.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attainment; Grade 7; Helping Relationship; *Junior High School Students; Junior High

48 references.) (SLD)

ED 424 333 UD 032 596

Goslee, Susan; Conte, Chris, Ed.
Losing Ground Bit by Bit: Low-Income Communities in the Information Age. What's Going On Series.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Communications; *Community Characteristics; Disadvantaged Youth; *Educational Technology; Information Networks; *Information Technology; *Low Income Groups; Poverty; Public Policy; *Technological Advancement; Urban Schools; Urban Youth
IDENTIFIERS- *Access to Computers

This report examines the technology gap in low-income communities, assesses the barriers that are slowing the spread of new technologies to the underserved, and describes some of the most promising efforts to produce a more equitable distribution. Chapter 1 of the report discusses what is known about the extent of the technology gap and its implications. The technology gap takes a toll on individuals, communities, and society at large, with disadvantages that stretch beyond labor market access to participation in the fabric of society. Chapter 2 examines the barriers that complicate efforts to close the gap. These include societal priorities, ambivalence about technology, and lack of political clout. Chapter 3 describes policy issues that affect access to new communications technologies. These center on universal service, federal and state programs and policies, antipoverty initiatives, and community-based initiatives. In chapter 4, a wide range of community-based efforts are described to illustrate approaches to achieving a more equitable distribution of the benefits of the digital age. Chapter 5 lists 108 additional resources for those interested in pursuing the matter further. (Contains four graphs.) (SLD)

ED 424 334 UD 032 597

Goldstein, Arnold P.; Kodluboy, Donald W.
Gangs in Schools: Signs, Symbols, and Solutions.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Educational Environment; Elementary Secondary Education; Ethnic Groups; *Institutional Characteristics; Intervention; *Juvenile Gangs; *Prevention; Tables (Data); Urban Schools; Urban Youth; *Violence; Young Adults

The first part of this book describes juvenile gangs in schools and provides information to help recognize gang presence. The second part focuses on effective interventions to deal with the gang problem. An introduction describes the history and current status of youth gangs in the United States to set the stage for the subsequent exploration of gang characteristics. Chapter 1, "District, School, and Classroom Characteristics," describes as teacher appraisal, accountability, and student testing. These discussions center on the British context, the functions of the Office of Standards in Education, and the work of the Task Group on Assessment and Testing (TGAT). The following chapters are included: (1) "Introduction" (Cedric Cullingford); (2) "Assessment and the Curriculum" (David Brady); (3) "Whatever Happened to TGAT?" (Paul Black); (4) "Teacher Appraisal: The Connection between Teaching Quality and Legislation" (Bob Butroyd); (5) "Culture and 'Subjectivity' in the Discourse of Assessment: A Case Study" (Peter Sanderson); (6) "Assessment, Evaluation and the Effective School" (Cedric Cullingford); (7) "How Primary Schools Deal with Assessment in the National Curriculum" (Val Woodings); (8) "Practical Assessment and Testing in a Secondary School" (Graham Herbert); (9) "Evaluation: Trinkets for the Natives or Cultural Change?" (David Hopkins, David Jackson, Mel West, and Ian Terrell); (10) "Profiling and Self-assessment: An Evaluation of Their Contribution to the Learning Process" (Ann-Marie Latham); (11) "Is Self-Assessment a Valid Concept?" (Ralph Tuck); (12) "Pierre Bourdieu and the Sociology of Assessment and Evaluation" (Lewis Owen); (13) "Social Sciences and Democracy" (Pierre Bourdieu); and (14) "Conclusion: The Personal Effects of Assessment" (Cedric Cullingford). Each chapter contains notes and references. (Contains 12 figures.) (SLD)

ED 424 299   TM 029 191

McDaniel, Ernest
Understanding Educational Measurement.
PUB DATE- 94
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Affective Behavior; Aptitude Tests; Cognitive Processes; *Educational Assessment; Educational Trends; *Evaluation Methods; Higher Education; Interest Inventories; *Measurement Techniques; Norms; *Performance Based Assessment; Selection; *Statistical Analysis; *Test Construction; Test Reliability; Test Validity

This book is designed to introduce education students to the essentials of measurement and evaluation. It focuses on the topics essential to effective classroom teaching and treats these topics in a way that emphasizes the human context that surrounds and guides their use. The book is organized into three main sections. The first is understanding measurement principles, and the second is constructing and analyzing classroom tests. The third section examines specific tests in the areas of intelligence, interests, aptitudes, and adjustment. The following chapters are included: (1) "An Introduction to Educational Measurements" ; (2) "Elementary Statistical Concepts"; (3) "Reliability"; (4) "Validity"; (5) "Norms, Standardization Procedures, and Expectancy Tables"; (6) "Selecting and Critiquing Standardized Tests"; (7) "Constructing Classroom Tests"; (8) "Item Analysis and Item Revision"; (9) "Interpretive Exercises and Essay Tests"; (10) "Performance Assessment"; (11) "Measuring Thinking Processes"; (12) "Binet and His Great Invention"; (13) "Measuring Intelligence"; (14) "Measuring Aptitude"; (15) "Measuring Interests"; (16) "Measuring Affective Aspects of Schooling"; and (17) "New Trends in Testing." (Contains 37 tables, 47 figures, and 184 references.) (SLD)

Schools; Low Achievement; *Mothers; *Parent Child Relationship; Poverty; *Science Instruction; *Socioeconomic Status; Urban Youth

A study was conducted to determine some of the problems and characteristics of low socioeconomic status (SES) parents who have children with low science achievement scores relative to parents of higher achievers. Sixteen low-achievement seventh graders in an urban school and 16 high-achievement students participated, along with their mothers. Three science activities were assigned and the students' mothers were told that they could help at any time. Maternal interactions were coded. The overall dependence on the task directions that the low achiever/low SES mothers demonstrated may be an indication of their own developmental level or related to activity setting features. When parents confronted tasks beyond their own proximal development, they tended to use ineffectual mechanisms such as physical cueing or pushing directions to the child. Their actions were in sharp contrast to the elaborated verbal cues so easily used by the mothers of the high achievers. Much of the problem appeared to relate to the literacy level of the mothers. Implications for academic achievement and instruction are discussed. (Contains 2 tables and 46 references.) (SLD)

ED 424 318 UD 032 581

City Views on Drug Abuse: A Washington, DC Survey.
SPONS. AGENCY- Fannie Mae Foundation, Washington, DC.
PUB DATE- 98
NOTE- 33p.; Funding also provided by the Bonderman Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Crime; *Drug Abuse; Elementary Secondary Education; *Public Opinion; Public Policy; Public Schools; Racial Differences; Surveys; Tables (Data); *Urban Problems; Urban Youth
IDENTIFIERS- *District of Columbia

A telephone survey was done of a representative sample of 801 adults in the District of Columbia. The survey explored District residents' attitudes about the current situation in the city and in their neighborhoods, with specific emphasis on their attitudes toward drug abuse and drug policy in the District of Columbia. The margin of error for the survey is 3.5%. In July, a national survey of 1,002 adults was conducted to gauge perceptions of the District of Columbia and its residents among all Americans. The margin of error for that survey is 3.2%. Only 25% of District residents are very or fairly satisfied with the way things are going, and fully one-third expect to move out of the District within the next 5 years. Sixty-one percent of respondents thought that the District had a negative image elsewhere in the country. Drugs are a direct personal concern of many District residents, 55% of whom have seen or heard about drugs being sold in their own neighborhoods. Many (46%) believe that controlling drug dealing would be one of the most effective ways to improve the overall situation of the city. Sixty-three percent said that the current level of funding is not adequate, and 46% would be willing to pay higher taxes (16%) or shift funds from other programs (30%) to deal with the drug problem. Willingness to pay higher taxes decreases as income declines. Overall, respondents had doubts about the effectiveness of drug treatment programs, but they favored them over criminal justice gang membership-promoting and membership-inhibiting characteristics of schools and suggests ways to enhance factors that discourage gang membership. Chapter 2, "Signs and Symbols," describes and illustrates signifiers of gang membership. In chapter 3, "Becoming a Gang Member," the process of joining a gang and some of the reasons adolescents and young adults join gangs are described. Chapter 4, "Ethnic Gangs," reviews the formation of gangs based on ethnicity and highlights the role of the school in educating potential gang members. Chapter 5, "Gang Violence," outlines the nature and sources of gang violence and its diversity of expression and suggests its impact on society at large. Chapter 6 begins the discussion of effective intervention by considering "Desirable Program Characteristics." In chapter 7, "Controlling the School Environment," school responses to the gang presence, including facilities modification and security practices, are discussed. Chapter 8, "In-School and Community Enrichment Solutions," focuses on enrichment as a supplement to control. The concluding chapter notes that the gang situation in the United States is not likely to improve without concerted efforts on the parts of schools and communities. (Contains 25 figures, 8 tables, and 164 references.) (SLD)

ED 424 335 UD 032 598

Zhou, Min; Bankston, Carl L., III
Growing Up American: How Vietnamese Children Adapt to Life in the United States.
PUB DATE- 98
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Acculturation; *Adjustment (to Environment); Cultural Background; Cultural Differences; Disadvantaged Youth; *High School Students; High Schools; *Immigrants; Immigration; *Refugees; Student Attitudes; Tables (Data); Vietnamese; *Vietnamese People

This book tells the story of America's single largest group of refugee children, the children of Vietnamese refugees, as they have experienced growing up in the United States. Although a significant minority of these children lags behind, for the most part Vietnamese children's school success suggests that ethnic progress depends on more than the human and financial capital with which the immigrant parents begin. The book relies mainly on a case study of Versailles Village, a low-income urban minority community in New Orleans (Louisiana), the second-largest Vietnamese community outside California. Surveys in 1993 (n=198) and 1994 (n=404) focused on Vietnamese high school students in this community. Chapter 1, "The Scatterings of War," traces the historical progress of Vietnamese resettlement. Chapter 2, "Resettlement," describes the demographic and socioeconomic characteristics of the Vietnamese population in the United States. Chapter 3, "The Reconstruction of the Ethnic Community and the Refugee Family," shows the ethnic community and the family as sources of social capital, and chapter 4, "Networks of Social Relations: Support and Control," describes patterns of social and kinship relations in the Vietnamese social system. Chapter 5, "Language and Adaptation," considers the issue of parental native language. Chapter 6, "Experiences in Adaptation to American Schools," explores school adaptation among Vietnamese students. Bicultural conflict and the issues of gender role changes and

ED 424 300 TM 029 192

Webster, William J.; Mendro, Robert L.; Orsak, Timothy H.;
Weerasinghe, Dash
An Application of Hierarchical Linear Modeling to the Estimation
of School and Teacher Effect.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Diego, CA, April 13-17,
1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Elementary Secondary Education; *Estimation
(Mathematics); Mathematical Models; *School Effectiveness;
*Teacher Effectiveness
IDENTIFIERS- *Criterion Variables; *Hierarchical Linear Modeling

This paper provides a concise summary of 10 years of research into defining appropriate statistical models for estimating school and teacher effect on student learning and other important educational outcomes. It discusses criteria for judging models and presents the formulae for the two-stage, two-level student-school hierarchical linear modeling (HLM) model that is the model of choice for estimating school effect and the two-stage, two-level student-teacher HLM model that is the model of choice for estimating teacher effect. Finally, a brief discussion is provided on criterion variables and the methods by which they are weighted, predicted, and aggregated in the school and teacher effectiveness system. (Contains 1 figure and 39 references.) (Author/SLD)

ED 424 301 TM 029 193

Campbell, Jay R.; Voelkl, Kristin E.; Donahue, Patricia L.
NAEP 1996 Trends in Academic Progress. Achievement of U.S.
Students in Science, 1969 to 1996; Mathematics, 1973 to 1996;
Reading, 1971 to 1996; Writing, 1984 to 1996. Report in Brief
(Revised).
SPONS. AGENCY- National Center for Education Statistics (ED),
Washington, DC.
PUB DATE- 98
NOTE- 35p.; This report is a revision and full reprint of "Report
I Brief: NAEP 1996 Trends in Academic Progress" (NCES 97-986);
see ED 411 327. It contains revisions to the text, tables, and
figures of the Long Term Trend Science results.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Academic Achievement; Core Curriculum;
Educational Assessment; *Educational Trends; Elementary
Secondary Education; Ethnic Groups; *Mathematics Achievement;
Racial Differences; *Reading Achievement; Science Education;
Sex Differences; Tables (Data); Trend Analysis; *Writing
(Composition)
IDENTIFIERS- *National Assessment of Educational Progress;
Science Achievement

An important feature of the National Assessment of Educational Progress (NAEP) is its ability to document trends in academic achievement on core curriculum areas over an extended period of

alternatives. Nationally, the image of the city was more positive than the perception of its citizens, but Americans in general are not as optimistic about the future of the city as its residents are. Differences are also apparent between black and white residents of the District, with whites more likely to be concerned about the public schools. Improving education was a high priority for District residents; 42% overall selected improving public schools as a top priority. Although education is the main concern of District residents, reducing crime is a major concern that is linked to drug issues. The survey and response information are included. (Contains 11 graphs and 7 tables.) (SLD)

ED 424 319 UD 032 582

Resource Development for Youth Service Professionals.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Financial Support; Grants; *Grantsmanship; Internet; Needs Assessment; *Nonprofit Organizations; *Planning; Program Proposals; Resources; *Youth Programs
IDENTIFIERS- *Resource Development

Resource development is one of the most critical tasks facing directors of nonprofit organizations. Recipients of Family and Youth Services Bureau (FYSB) grants from the Department of Health and Human Services may not use federal dollars to raise additional funds, but they do use private donations and other means to support their efforts to leverage additional resources. This publication was designed to help FYSB grantees enhance such efforts. It contains lessons learned by youth service professionals who have successfully developed the resources necessary to serve young people and their families. Chapter 1, "Resource Development as Strategic Planning," concentrates on resource development in the context of organizational strategic planning. Chapter 2, "Assessing What the Organization Has To Offer," focuses on using that planning process to analyze what youth organizations have to offer. Chapter 3, "Research: A Fundamental Step in Developing Resources," explores options for conducting research on available resources, and chapter 4, "Drafting the Solicitation," presents guidelines for drafting solicitations in letter and proposal form. The first appendix lists some Internet search engines for resources development use, and the second appendix lists national and corporate foundations that fund youth services as well as books, journals, and other resources related to youth services development. (SLD)

ED 424 320 UD 032 583

Preventing Adolescent Pregnancy: A Youth Development Approach.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ethnic identification encountered by young Vietnamese are discussed in chapter 7, "Straddling the Gap: Bicultural Conflicts and Gender Role Changes." Chapter 8, "Delinquency: Insiders and Outsiders," describes specific patterns of peer group association among Vietnamese children and examines how they may be affected by differential associations with peers. Chapter 9, "Conclusion: Contexts of Reception, Selective Americanization, and the Implications for the New Second Generation," summarizes the main findings of the study and discusses the implications of these findings for other groups. (Contains 13 figures, 42 tables, and 209 references.) (SLD)

ED 424 336 UD 032 599

McGettigan, Timothy
Contending with Poverty: Applied Research in a Community-Based Poverty Intervention Organization.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Sociological Association (93rd, San Francisco, CA, August 22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Youth; *Educational Attainment; *Intervention; Low Income Groups; *Poverty; Program Effectiveness; Urban Education; Urban Problems; *Urban Youth; *Welfare Recipients
IDENTIFIERS- North Carolina; *Self Sufficiency; Welfare Reform

This paper describes preliminary results from a study at the Crisis Control Ministry, a poverty relief organization in Winston-Salem (North Carolina). The intent of the study was to explore the nature of and influences on contemporary urban poverty by having the investigator serve as a volunteer interviewer at the Crisis Control Ministry. Another objective was to explore changes in urban poverty as a result of the sweeping welfare changes of 1996. An attempt was made to assess the potential for the severely economically disadvantaged people using the center to improve their standard of living. Accurately defining urban poverty requires that one evaluate carefully the manner in which social, economic, and political power structures balance with individuals' capacity to access opportunities and exert control over their life chances. Although the role of education is not explicitly investigated in this study, the lack of education is an important aspect of the social, economic, and political structures that contribute to urban poverty. The case studies of people interviewed in the course of the research show the limiting conditions of the urban poor, many of which have their roots in inadequate education and preparation for the workforce. A second stage of the study is planned that will focus more directly on the life events of many more Crisis Control Ministry clients. Oral history interview techniques will be used to obtain information about the people who use the crisis control services, their backgrounds, and their potential for self-sufficiency. One appendix contains the interview consent form for the planned study, and the other is a sample open-ended interview schedule. (Contains 21 references.) (SLD)

ED 424 337 UD 032 600

Cole, Nancy S.
The ETS Gender Study: How Females and Males Perform in

time. This report presents the major results of the NAEP 1996 science, mathematics, reading, and writing long-term assessments. These results chart trends going back to the first year in which each NAEP assessment was given: 1969-70 in science, 1973 in mathematics, 1971 in reading, and 1984 in writing. Trends in average performance differences between White and Black students, White and Hispanic students, and male and female students are also discussed. In general, the trends in science and mathematics show early declines or relative stability followed by improved performance. Because it represents educational objectives that were established in 1969 for 17-year-olds and 1970 for 9- and 13-year-olds, the long-term science trend assessment may represent a more constrained view than the 1996 main science assessment, as this revision clarifies. In reading and writing the results are somewhat mixed; although some modest improvement is evident in the trend for reading assessments, few indications of positive trends were evident in the writing results. More in-depth understanding is achieved by examining the types of abilities associated with different levels on the NAEP scale and the percentages of students who have gained these levels across the trend assessment. This information is summarized. (Contains four figures and nine tables.) (SLD)

ED 424 302 TM 029 194

Curry, John; Kindel, Carrol
Coverage Evaluation of the 1994 Federal Libraries and Information Centers Survey. Technical Report.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Criteria; Elementary Secondary Education; *National Surveys; Questionnaires; Research Design; *Research Methodology; Sample Size; *Sampling; *School Libraries; Tables (Data)
IDENTIFIERS- *Federal Libraries and Information Centers Survey

This report contains the results of an evaluation of coverage issues regarding the 1994 Federal Libraries and Information Centers Survey. The objectives of this evaluation were to determine the accuracy and completeness of the final survey frame and to analyze the criteria used to classify federal library facilities as in-scope and out-of-scope. The report also points our areas for potential improvement in data collection and processing. The 1994 Federal Libraries and Information Centers Survey (FLICS) was the first statistical measurement of this group of library facilities since 1978. The first phase was to create a universe of all possible survey candidates. Nearly two-thirds of the original universe file was ruled out-of-scope, and over 38% of these were purposely excluded from the final survey frame. Comparing other library directories to the FLICS universe resulted in a match rate of nearly 90%. Problems were observed in the definition of "federal" library. Overall, the lack of alternative sources and corroborative data means that completeness and accuracy of survey responses, and therefore of the final survey frame, cannot be determined. Recommendations are made to alleviate these problems, re-examining the federal universe. Six appendixes contains lists of different categories of libraries considered for the survey frame. The survey form is included. (Contains 15 tables.) (SLD)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Early Parenthood; Parent Participation; *Pregnancy; *Prevention; Program Development; Program Implementation; *Sex Education; Urban Youth
IDENTIFIERS- *Youth Development Model

This booklet presents the youth development approach to supporting adolescents in dealing with all the issues they face, including preventing unintended pregnancies. The Department of Health and Human Services promotes five principles that research and experience suggest are key to community efforts to prevent teen pregnancy: (1) parental and adult involvement; (2) abstinence; (3) clear strategies for the future; (4) community involvement; and (5) sustained commitment. Chapter 1 provides an overview of adolescent pregnancy prevention. Chapter 2, "The Abstinence versus Education Debate," discusses the sexuality education paradigm that underpins many existing adolescent pregnancy prevention programs. Chapter 3, "Pregnancy Prevention from the Youth Development Perspective," describes the Family and Youth Services Bureau's youth development approach to pregnancy prevention as implemented by the Bureau's Transitional Living Program grantees; chapter 4, "Ideas for Getting Started," offers suggestions that communities can use to start creating a more comprehensive framework for supporting youth and preventing adolescent pregnancy. Chapter 5, "Building on Lessons Learned," offers some concluding remarks. The booklet includes a 26-item bibliography and a list of resource organizations. (Contains 20 references.) (SLD)

ED 424 321 UD 032 584

Sipe, Cynthia L.; Ma, Patricia; Gambone, Michelle Alberti
Support for Youth: A Profile of Three Communities.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Community Programs; Inner City; *Social Support Groups; Tables (Data); *Urban Youth; Youth Programs
IDENTIFIERS- Florida (Saint Petersburg); Georgia (Savannah); Texas (Austin)

This report provides a detailed picture of how youth aged 12 to 20 in three American neighborhoods--Austin (Texas), St. Petersburg (Florida), and Savannah (Georgia)--spend their nonschool time and the amount and level of the basic "vitamins" of support from adults and institutions that they receive. The three neighborhoods are the intensive research sites of Public/Private Ventures' Community Change for Youth Development initiative. These three neighborhoods are not the poorest of American neighborhoods, but they also do not have the assets of a "normal" middle class community. The encouraging news from these three studies is that a great majority of youth in their early teen years in these communities seem to be getting a reasonable dose of support. There is a base of opportunity on which to build additional supports. The discouraging news is how quickly these supports and opportunities decline for youth 15 and older, especially for those over 18. It is particularly disturbing to see the high percentage of young people (40 to 65%) who have never worked in a paid job and never participated in a community service activity. As youth enter their midteens,

Educational Settings.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Age Differences; Elementary School Students; Elementary Secondary Education; *High School Students; Language Arts; Mathematics Education; Science Education; *Sex Differences; *Test Results
IDENTIFIERS- Educational Testing Service

The Educational Testing Service (ETS) Gender Study is the result of 4 years of work by several researchers using data from more than 400 tests and other measures from more than 1,500 data sets involving millions of students. The study focuses on nationally representative samples that cut across grades (ages), academic subjects, and years in order to control factors that may have introduced confusion and contradictory results into previous studies of gender differences in educational settings. Results indicate that gender differences are not quite as expected. For nationally representative samples of 12th graders, the gender differences are quite small for most subjects, small to medium for a few subjects, and quite symmetrical for females and males. There is not a dominant picture of one gender excelling academically, and in fact, the average performance difference across all subjects is essentially zero. The familiar mathematics and science advantage for males was found to be quite small, significantly smaller than 30 years ago. However, a language advantage for females has remained largely unchanged over that time period. Also, gender differences for component skills of academic disciplines were often different than for the discipline as a whole. Gender differences were shown to change as students grew older and moved to higher grades. Patterns of gender differences in performance are similar to patterns of differences in interests and out-of-school activities, suggesting that a broad constellation of events relates to observed differences. Results show larger gender differences for self-selected groups taking high-stakes tests than for nationally representative samples, reflecting primarily the wider spread of male scores. Results indicate that neither guessing, speededness, nor the multiple-choice format per se accounts for the gender differences. However, results on presently used open-ended questions sometimes reflected no gender effect and sometimes reflected effects in which females' performances exceeded those of males and vice versa. Implications of these findings are discussed. A list of 67 resources for further reading is included. (Contains 8 figures and 19 endnotes.) (SLD)

ED 424 338 UD 032 601

Ten Cities, 1997-1998: A Snapshot of Family Homelessness across America.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Disadvantaged Youth; *Economically Disadvantaged; *Educational Attainment; Elementary Secondary Education; Employment Patterns; *Family Characteristics; *Homeless People; Low Income Groups; Poverty; Profiles; Tables

ED 424 303   TM 029 195

Dickson, Gretchen; Kindel, Carrol
Evaluation of Definitions and Analysis of Comparative Data for the School Library Statistics Program. Technical Report.
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; *Data Collection; *Definitions; Elementary Secondary Education; Estimation (Mathematics); *Evaluation Methods; Librarians; *National Surveys; *School Libraries; Statistics; Tables (Data)
IDENTIFIERS- Aggregation (Data); Common Core of Data Program; Library Media Center Survey; Library Media Specialist Survey; Schools and Staffing Survey (NCES)

This report addresses the three issues of concern with national surveys expressed in the report "School Library Media Centers in the United States: 1990-91." These issues were: (1) numbers of schools with libraries; (2) levels at which these libraries are staffed; and (3) the role libraries and their staffs play in schools. Data came from various national surveys, including the Library Media Center (LMC) and Library Media Specialist (LMS) Surveys, the Schools and Staffing Survey (SASS), the National Public Education Financial Survey, and the Common Core of Data. The type of school, the respondent, the levels of the survey, and whether the survey was collected as sample or universe were compared. Comparison of the survey definitions to definitions for similar items on other surveys is discussed. This is followed by data comparisons for the items across the surveys. Both school and state aggregate data comparisons are shown. Estimation, imputation, and scope are examined in detail, and intersurvey item agreement and disagreement are highlighted. Areas of overlap among these surveys are reported, and suggestions are made for the improvement of the LMC and LMS surveys. These include examining schools that were out of scope for the LMC because they were out-of-scope for the SASS. Finding ways to reduce the number of nonresponse and insufficient response cases for both the LMC and LMS surveys is discussed. Collecting and tabulating data for school library volunteers should be considered to give a more accurate picture of private school libraries. (Contains 46 tables.) (SLD)

ED 424 304   TM 029 202

Professional Development and Appraisal System: Teacher Renewal Packet, School Year 1998-99.
PUB DATE- 98
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Secondary Education; *Faculty Development; Performance Factors; Program Development; Program Implementation; Resource Materials; *Scoring; State Legislation; *State Programs; Teacher Effectiveness; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- Texas; *Texas Education Agency

The Texas Education Agency has been developing materials to address issues related to the Professional Development Appraisal System (PDAS). The PDAS was developed under a their opportunities for adult guidance, especially guidance related to education and work, seem to decline. This report does not suggest particular strategies for improving the chances of youth in borderline communities, but it does suggest that the base for providing the "growth vitamins" of support needs to be extended. (Contains 17 tables, 12 figures, and 69 references.) (SLD)

ED 424 322 UD 032 585

Jackson, Sondra, Ed.; Brissett-Chapman, Sheryl, Ed.
Serving African American Children: Child Welfare Perspectives Series.
PUB DATE- 99
NOTE- 274p.; Chapters in this volume were originally published as a special edition of "Child Welfare," volume 76 number 1 January-February 1997.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; *Child Welfare; Community Services; *Cultural Awareness; *Foster Care; Minority Groups; *Racial Identification; Social Support Groups; Tables (Data); Urban Problems; *Urban Youth
IDENTIFIERS- *African Americans

This collection brings together articles by African American authors who are committed to research, policies, and programs affecting African American children and families. The articles are grouped into sections on policy, research, and practice issues; clinical techniques and treatment models; and new perspectives in child welfare. The following are included: (1) "African American Children in the Modern Child Welfare System: A Legacy of the Flemming Rule" (Claudia Lawrence-Webb); (2) "Family Preservation and Support Services: A Missed Opportunity for Kinship Care" (Julia Danzy and Sondra M. Jackson); (3) "Child Protection Risk Assessment and African American Children: Cultural Ramifications for Families and Communities" (Sheryl Brissett-Chapman); (4) "An Out-of-Home Care System in Crisis: Implications for African American Children in the Child Welfare System" (Annie Woodley Brown and Barbara Bailey-Etta); (5) "Achieving Same-Race Adoptive Placements for African American Children: Culturally Sensitive Practice Approaches" (Ruth G. McRoy, Zena Oglesby, and Helen Grape); (6) "African American Families and HIV/AIDS: Caring for Surviving Children" (Alma J. Carten and Ilene Fennoy); (7) "'Of Mind, Body, and Spirit': Therapeutic Foster Care--An Innovative Approach to Healing from an NTU Perspective" (Shawan D. P. Gregory and Frederick B. Phillips); (8) "African American Female Adolescent Identity Development: A Three-Dimensional Perspective" (Joyce West Stevens); (9) "A Rite of Passage Approach Designed To Preserve the Families of Substance-Abusing African American Women" (Vanesta L. Poitier, Makini Niliwaambieni, and Cyprian Lamar Rowe); (10) "An Afrocentric Program for African American Males in the Juvenile Justice System" (Aminifu R. Harvey and Antoinette A. Coleman); (11) "Same-Race Practice: Do We Expect Too Much or Too Little?" (Bernadette Jeffrey Fletcher); (12) "Why African American Adoption Agencies Succeed: A New Perspective on Self-Help" (Geraldine Jackson-White, Cheryl Davenport Dozier, J. Toni Oliver, and Lydia Barnwell Gardner); and (13) "Cultural Competence in Child Welfare: What Is It? How Do We Achieve It? What Happens without It?" (Anna R. McPhatter). Each chapter includes references. (Contains 4 figures and 14 tables.) (SLD)

(Data); *Urban Areas; Urban Youth
IDENTIFIERS- African Americans

In 1997, the Institute for Children and Poverty of Homes for the Homeless joined with more than 58 organizations from 10 cities across the country to develop a national snapshot of family homelessness in the United States. Nearly 800 families were surveyed. This report presents the results of this research. The typical homeless family in the United States is composed of a single mother, about 30 years old, with between two and three children averaging 5 years of age. African Americans are heavily over-represented among homeless families. Rates of educational attainment among homeless parents vary by city, but in 9 of the 10 cities, homeless parents over age 25 have education levels beneath those of the general population. This disparity grows even wider when all homeless parents, regardless of age, are taken into account. While 75% of persons 25 and older in the general population have completed high school, only 68% of homeless parents 25 and older have finished high school, and only 63% of all homeless parents have completed high school. In New York, less than half (47%) of homeless parents have completed high school. Most homeless parents are currently unemployed, although 72% have some work experience. The greatest single determinant of employment for these parents is education. Employment alone, however, is no guarantee that a homeless parent can support a family. Many factors contribute to undereducation, but teen pregnancy ranks among the leading explanations. The prevalence of undereducation, unemployment, and long-term welfare dependence among homeless families is dramatic, if not surprising, given findings from previous research. Nineteen percent of homeless parents had graduated from high school or earned their General Education Diplomas. Issues of education and employment clearly lie at the roots of homelessness for many families, yet no one explanation can account for the multiple and complex routes to homelessness among families. Homeless parents understand the importance of education, with over 72% recognizing that a high school diploma is necessary for independence; but the bridge between belief and action in limited, with only 19% taking steps by participating in educational programs. Local data on homeless families are presented for each of the 10 cities studied. A discussion of secondary data sources is included. (Contains 5 figures and 11 tables.) (SLD)

ED 424 339 UD 032 602

Mickelson, Roslyn Arlin
International Business Machinations: The Consequences of Corporate Involvement in Public School Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Sociological Association (93rd, San Francisco, CA, August 22, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Corporate Support; *Educational Change; Educational Finance; Educational Policy; Educational Technology; Elementary Secondary Education; Policy Formation; Private Financial Support; *School Business Relationship; Technological Advancement; *Urban Schools
IDENTIFIERS- AmeriCorps; *Charlotte Mecklenburg Public Schools NC; *IBM Corporation; Reform Efforts

legislative mandate to establish a fair and practical appraisal process that acknowledges and reinforces good teaching practices and quality professional development. An evaluation of that system completed by more than 1,000 teachers and administrators indicated that the first year of implementation of the PDAS was positive. This renewal packet contains materials teachers need to understand the expectations of the PDAS better. The packet consists of these four items: (1) the "Appraisal Period Timeline," which addresses the order of events related to the PDAS; (2) the scoring continuum, which discusses the percentages for each evaluation criteria for quantity as it relates to an observation; (3) the "Scoring Criteria Guide," which provides detailed descriptions of the expectations for each of the criteria in each of the domains; and (4) scoring factors and performance level standards, which are revised from the PDAS manual for the 1997-98 school year (clarifies the strength under the quality dimension). The "Teacher Manual" for the PDAS is also included. This manual explains the PDAS and its requirements and implementation. Also included is the "Review of the Literature Relating Professional Development and Appraisal System (PDAS) Criteria to Student Outcomes." This review of the literature provides a significant research base for the PDAS. (SLD)

ED 424 305 TM 029 209

ACT Assessment. 1998 Results. National. Summary Report.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Bound Students; *College Entrance Examinations; *Core Curriculum; Course Selection (Students); Ethnic Groups; *High School Students; High Schools; Higher Education; Minority Groups; *Racial Differences; Scores; Tables (Data); *Test Results
IDENTIFIERS- *ACT Assessment

This report provides information about the performance of 1998 graduating seniors nationwide who took the ACT Assessment as sophomores, juniors, or seniors. Caution in applying these results is advised because these ACT-tested seniors may not be representative of the total population of graduating seniors. Information is provided according to the level of high school coursework completed. Average scores are reported for students who reported completing a core high school program of recommended courses and for students who did not complete a core program. Core or more is defined as 4 years of English or more, 3 or more years of mathematics, 3 or more years of social studies, and 3 or more years of natural sciences. In general, students who complete a core curriculum tend to earn higher average scores (average Composite score of 22.1) than students who do not complete core coursework (average Composite score of 19.3). This association holds true across racial and ethnic groups. Tables present trends in ACT composite scores. African American and Asian American scores have remained relatively stable over the last 5 years, but American Indian/Alaskan Native scores have steadily increased, from 18.5 to 19.0, and Caucasian American scores have increased from 21.4 to 21.7. Mexican American and Puerto Rican/Cuban/Other Hispanic scores have varied as the size of the tested group has increased or declined. (Contains seven tables.) (SLD)

ED 424 323 UD 032 586

Hill, Paul T.; Celio, Mary Beth
Fixing Urban Schools.
SPONS. AGENCY- Alcoa Foundation, Pittsburgh, PA.; Edna McConnell Clark Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Cooperation; *Educational Administration; Educational Change; Educational Vouchers; Elementary Secondary Education; Guides; Public Policy; Public Schools; School Choice; *School Restructuring; *Standards; Tables (Data); *Urban Schools
IDENTIFIERS- *Reform Efforts

In many big cities, noneducators are being asked to create rescue strategies for the public schools. In Cleveland (Ohio) and Chicago (Illinois), mayors have taken over the school systems, and in the District of Columbia and Baltimore (Maryland), reform boards have been asked to improve the schools. This book is designed to help these noneducators reform urban schools. It identifies the essential elements of reform strategies that can transform urban schools. The first chapter, "Struggling To Improve City Schools," provides an overview of the situation. Chapter 2, "How Different Reform Proposals Are Supposed To Work," analyzes cause-and-effect assumptions that underlie the system-changing reform proposals and examines the proposals' limitations. It concludes that each of the proposals alone is too weak to transform a school system, but that hybrid strategies are promising. Chapter 3, "Agreements and Disagreements on How Reforms Work," shows that rival reforms as different as vouchers and standards share ideas about what makes a good school, and it explains why rival reformers are reluctant to collaborate. Chapter 4, "Ideological Hot Buttons," explores the controversies that prevent collaboration among people with potentially complementary ideas. Chapter 5 , "Creating Reforms That Can Work," provides advice on getting started with school reform, struggling against being overwhelmed, and developing strategies that make a difference. Chapter 6, "Brookings Program Plans," summarizes Brookings plans for a long-term program of studies and assistance to school reformers. Appendix A contains materials for a simulation that can help leaders practice creating reform strategies. The second appendix lists 15 sources. (Contains 4 figures, 7 tables, and 15 references.) (SLD)

ED 424 324 UD 032 587

Urban Education: Approaches That Work. Hearing before the Subcommittee on Empowerment of the Committee on Small Business. House of Representatives, One Hundred Fifth Congress, Second Session (March 26, 1998).
PUB DATE- 98
NOTE- 194p.; Serial No. 105-44.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

This article uses the consolidated school system of the city of Charlotte and Mecklenburg County (North Carolina) as a strategic case study to theorize more fully the corporate role in contemporary school reform. It provides an integrative analysis of corporate participation in educational policy formation and implementation. After providing details of the Charlotte study, it presents a typology of business involvement in school reform. It then applies the typology in a concrete fashion to two specific educational policy initiatives in the Charlotte-Mecklenburg Schools. The first initiative was a planned complex of four technology-rich schools adjacent to the International Business Machines (IBM) facility in Charlotte. This program, originally called Education Village, was partially funded by a $2 million grant to the schools from IBM. The second initiative was ProjectFirst, a collaboration between IBM and the Charlotte-Mecklenburg Education Foundation. This project, staffed by Americorps volunteers, was designed to bring computers and technology specialists into some of the district's 22 middle schools that did not have new magnet programs. This case study illustrates why corporate involvement should neither be praised universally nor condemned uniformly. Many instances of involvement are quite helpful; others are benign, and some are actually harmful to communities and their public schools. Each corporate initiative or program plots along continua of philanthropic altruism and strategic self-interest, latent and manifest consequences, and dangers and benefits to schools and communities. The case study shows how long-term negative outcomes may result as the unintended consequence of a reform process whose design and implementation are permeated by a corporate agenda. It is possible that corporate involvement in the Charlotte-Mecklenburg schools may have a distinctly regional quality, since southern states tend to offer business more of a free hand. The importance of public discourse about corporate behavior is highlighted by this study. (Contains 2 tables and 60 endnotes.) (SLD)

ED 424 340   UD 032 603

Mickelson, Roslyn Arlin; Velasco, Anne E.
Mothers and Daughters Go to Work: The Relationship of Mothers' Occupations to Daughters' Career Aspirations.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Daughters; Employed Parents; *High School Seniors; High Schools; Low Income Groups; *Mothers; Nontraditional Occupations; *Occupational Aspiration; Parent Child Relationship; *Parent Influence; Urban Youth
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC

This paper examines maternal influences on daughters' choices of occupations. Using a survey of high school seniors in Charlotte (North Carolina) as the primary data source, the career choices of adolescent girls and the influences of their mothers' occupations on their occupational expectations were studied. Previous research has suggested that working mothers do appear to influence their daughters' career choices. For this study, data from a survey of high school seniors were used, with the females extracted from a sample of 1,850 seniors. Findings suggest that *there is little overall relationship, in the*

ED 424 306 TM 029 210

ACT Average Composite Scores by State 1998 ACT-Tested Graduates.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Entrance Examinations; *Core Curriculum; Course Selection (Students); *High School Graduates; High Schools; Scores; *State Norms; *Test Results
IDENTIFIERS- *ACT Assessment; *Composite Scores

A chart presents average composite scores on the ACT Assessment by state for 1998 ACT-tested graduates. The states are listed in alphabetical order, with the percentage of total graduates tested and the average composite score given for each state. Also included are the average scores of students who have completed the recommended core high school curriculum, average scores for students who have not completed the core curriculum, and average scores of students for whom no course completion data were available. The percentage of students tested varied greatly among the states: only 2% of Rhode Island's high school seniors took the ACT Assessment, while 81% of Mississippi's high school graduates took the assessment. In Oregon, the average composite score was 22.7, while in Washington, DC, where only 10% of the students took the assessment, the average composite score was 17.6. A cautionary note urges that the list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems because the students taking the examination may not be representative of the state's graduates. (SLD)

ED 424 307 TM 029 240

Hoffman, Charlene M.
Federal Support for Education: Fiscal Years 1980 to 1998.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Trends; *Elementary Secondary Education; Expenditures; Federal Aid; *Federal Government; *Financial Support; *Higher Education; *Income; Resource Allocation; Tables (Data); Trend Analysis
IDENTIFIERS- *Department of Education

This report attempts to provide a comprehensive picture of total federal financial support for education from 1980, the year the U.S. Department of Education was created, until 1998. Programs residing in other federal agencies are included if they have significant educational components. Federal support for education, excluding estimated federal tax expenditures, was an estimated $107.2 billion in fiscal year (FY)1998, an increase of 71% since FY 1990. Between FY 1980 and FY 1998, after being adjusted for inflation, federal on-budget program funds for elementary and secondary education increased 15%. Postsecondary funds declined 28% in the same period, but other educational funds, such as those for libraries, museums, cultural activities, and miscellaneous research, increased 48%. In FY 1998, Department of Education outlays totaled $30.7 billion, reflecting an increase of 18% after being adjusted for inflation from FY 1980, and an increase of 6% between FY 1990

DESCRIPTORS- *Academic Achievement; Charter Schools; Elementary Secondary Education; Hearings; Instructional Leadership; Principals; Program Descriptions; *Program Effectiveness; School Effectiveness; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; *Urban Education; Urban Schools
IDENTIFIERS- Congress 105th

A hearing was held before the Subcommittee on Empowerment of the House Committee on Small Business to build a record of a lot of things that are working in urban education in high risk zones. In his opening remarks, Representative Souder (Indiana) noted that there is no question but that the best way to combat unemployment and the problems that flow from it is to provide people with the best possible training. For most of the work force, training begins in school. Strengthening basic skills is not exclusively an urban problem, but it is one that is of particular concern in the cities. The purpose of this hearing was not why so many schools are failing, but why some succeed. Five educators who run successful urban schools appeared at the hearing to explain why their schools work. Thaddeus S. Lott, Sr., principal of a charter school district in Houston (Texas), described the experiences of a successful elementary school that used an intensive reading program beginning in kindergarten and direct instruction to raise academic achievement. Vera White, principal of a junior high school in the District of Columbia, achieved academic success with a program that focused on student learning and high expectations and that was supported in a partnership with COMSAT. Comments by hearing participants follow these statements. In the second panel discussion of the hearing, Oscar J. Underwood, headmaster of a Christian college preparatory school (Indiana), spoke about the importance of the educational environment and teacher attitudes. Leah White, administrator of an urban Christian school (Maryland), noted the importance of promoting parent participation and the importance of an atmosphere focused on learning. William Elliott, headmaster of a Christian academy in Philadelphia (Pennsylvania), emphasized the importance of good relationships between teachers and students and the importance of accountability and high standards. Comments from panelists completed the hearing. An appendix contains the prepared statements of the panelists and a letter from Governor George Bush (Texas) about Dr. Lott's Houston school. (SLD)

ED 424 325 UD 032 588

Lessons Learned in the D.C. Public Schools. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress. Second Session (March 9, 1998).
PUB DATE- 98
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Educational Administration; Educational Change; Educational Facilities; Educational Finance; Elementary Secondary Education; *Government Role; Hearings; *Parent Attitudes; *Public Schools; School Buildings; *School Restructuring; Urban Education; *Urban Schools
IDENTIFIERS- Congress 105th; *District of Columbia Public Schools

The focus of this hearing was on lessons learned in the District of Columbia public schools in the year preceding the hearing. In his opening remarks, Senator Brownback (Kansas) remarked aggregate, between mothers' occupations and daughters' occupational aspirations. The young women surveyed were very optimistic about their futures, and most (84.2%) aspired to professional jobs. Among these students, mothers were well represented in the female professions, but most were in the study category designated "Sales, Technical, Administrative Support (Clerical)." Daughters of mothers with female-gendered occupations were more likely to aspire to female-gendered occupations than were daughters of mothers with gender-neutral or male-gendered occupations. Although these young women have high occupational aspirations, the occupational structure probably has not changed sufficiently to accommodate these high hopes. Their mothers are very aware of the discrepancies between their career aspirations and what they may ultimately do for a living. (Contains 1 table, 2 figures, 4 endnotes, and 36 references.) (SLD)

ED 424 341 UD 032 604

Osterling, Jorge P.
Moving beyond Invisibility: The Sociocultural Strengths of the Latino Community (The Case of Arlington's Salvadoran Families).
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Acculturation; Adult Education; Case Studies; *Educational Attainment; Elementary Secondary Education; Enrollment; *Family Literacy; Family Programs; *Hispanic Americans; Immigrants; Poverty; *Refugees; Urban Areas; Urban Schools; Urban Youth
IDENTIFIERS- Latinos; *Salvadoreans; *Virginia (Arlington)

This paper focuses on the experiences of Salvadoran refugees who fled their country in the 1980s and came to the United States seeking political asylum during the Salvadoran civil war. The increased number of Salvadoran students in the school districts of Northern Virginia (the Greater Washington, D.C. metropolitan area), where more than 200,000 Salvadorans have settled, has had a number of important consequences, especially since Latino students are becoming the largest segment of the school population in an increasing number of schools. This paper discusses the need to focus on the positive knowledge and experiences that Salvadoran parents and students bring to Virginia schools, and the need to look for more creative, alternative solutions to improve their academic performance. It closes with a case study of a family literacy program launched in Arlington (Virginia) by a partnership of grassroots organizations that addresses the needs of Latino parents with limited English language fluency and limited literacy skills. In Arlington, most Salvadoran adults have less than 6 years of schooling, and most are not enrolled in an adult education program. Their English skills are limited, and many hold two or three jobs in an effort to make ends meet. The Empowering Families through Literacy program is a multifaceted program that works with the entire Latino family, teaching adults while providing enrichment and tutoring activities for their children. The project portrays adult students as individuals who, despite lacking formal schooling, have been educated informally by many life experiences and bring a fully developed and FY 1998. Almost 58% of federal education support, excluding estimated federal tax expenditures, went to educational institutions in FY 1998. Schools and colleges derive 10% of their FY 1998 revenues from the federal government, with the remaining revenues coming from state and local governments. The estimated federal share of the revenues of educational institutions declined from 14% in FY 1980 to the 10% of FY 1998. For elementary and secondary institutions, the federal share declined from 12% in FY 1980 to 7% in FY 1990 and 8% in FY 1998. For institutions of higher education, the federal share declined from 18% in FY 1980 to 14% in FY 1990 and 15% in FY 1998. Seven appendixes contain detailed tables of financial information. (Contains nine tables and three figures.) (SLD)

ED 424 308 TM 029 274

The Regional Educational Laboratories: 1997-1998.
PUB DATE- 98
NOTE- 13p.; For previous edition of this periodic brochure, see ED 413 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Policy; *Educational Research; Elementary Secondary Education; Federal Aid; Higher Education; *Information Dissemination; *Research and Development Centers; *Technical Assistance
IDENTIFIERS- *Regional Educational Laboratories

The Regional Educational Laboratory Program is the U.S. Department of Education's largest research and development investment designed to help educators, policymakers, and communities improve schools and help all students attain their full potential. Administered by the Office of Educational Research and Improvement (OERI), the network of 10 regional laboratories works to ensure that those involved in educational improvement have access to the best available research and knowledge from practice. Each Regional Laboratory is guided by a governing board that represents constituents in its region. Under the guidance of their boards, the Laboratories work to provide information and technical assistance with research-based programs. In addition to promoting access to information, the Regional Educational Laboratories help create communities of learners and cooperate with other technical assistance providers funded by the Department of Education. Each Laboratory has a specialty area of research focus. A listing for each of the following laboratories includes address, director, OERI contact, states served, and specialty area: (1) Northeast and Islands Laboratory at Brown University; (2) Mid-Atlantic Laboratory for Student Success; (3) Appalachia Educational Laboratory; (4) Southeastern Regional Vision for Education; (5) North Central Regional Educational Laboratory; (6) Southwest Educational Development Laboratory; (7) Mid-continent Regional Educational Laboratory; (8) WestEd; (9) Northwest Regional Educational Laboratory; and (10) Pacific Resources for Education and Learning. (SLD)

ED 424 309 TM 029 625

Rudner, Lawrence M.
Scholastic Achievement and Demographic Characteristics of Home School Students in 1998.
PUB DATE- 99
NOTE- 39p.; Electronic journal article. Made available via the

that one of the first lessons is that the academic quality of the schools is not good enough and is in dire need of improvement. A second set of lessons focuses on discipline and school safety. The first hearing witness was Gloria L. Jarmon, of the U.S. General Accounting Office, who spoke about the funding of school repairs in the District of Columbia. Delays in school repairs hindered the operation of the District schools in the preceding year. The second speaker, David L. Cotton, accompanied by Ed Fritts and Marvin Allmond who were members of a firm that audited the District of Columbia schools procurement process. Irregularities in the procurement process and the need for further investigation were pointed out. The statement of Joyce Ladner of the District of Columbia Financial Responsibility and Management Assistance Authority discussed the steps taken to improve the poor condition of the District's schools and instructional effectiveness. Accomplishments that began to put into place the foundations of better learning, including administrative changes, were outlined. The testimony of Julius W. Becton, Jr., the Superintendent of Schools, reviewed the progress made in the relatively short time in which the newly appointed administration has operated. Improvements to facilities and personnel and financial management were outlined. The final panelist was Taalib-Din Uqdah, businessman and custodial parent of D.C. public school students, who spoke about the expectations and experiences of parents for their children's schools. An appendix contains supporting material from the Government Accounting Office and the school system, as well as prepared statements of some of the speakers. (SLD)

ED 424 326   UD 032 589

District of Columbia Public School Census and Enrollment Oversight. Hearing before the Subcommittee on the District of Columbia of the Committee on Government Reform and Oversight. House of Representatives. One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 120p.; Serial No. 105-102.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Census Figures; Elementary Secondary Education; *Enrollment; Enrollment Trends; Full Time Students; Hearings; *Public Schools; *School Demography; Urban Education; *Urban Schools; Urban Youth
IDENTIFIERS- Congress 105th; *District of Columbia Public Schools

The Subcommittee on the District of Columbia of the House Committee on Government Reform and Oversight held a hearing to discuss an accurate census of the District of Columbia public schools and the system's enrollment. Subcommittee Chairman Thomas M. Davis (Virginia) noted that an accurate and reliable count of student enrollment is directly related to the system's ability to determine how many classrooms are needed and how many teachers, administrators, and support personnel are required. Congresswoman Eleanor Holmes Norton (District of Columbia) concurred and mentioned some of the issues that make an accurate enrollment count difficult, and Congresswoman Constance A. Morella (Maryland) also voiced her agreement. The first statement of the first panel was from Cornelia M. Blanchette of the U.S. General Accounting Office (GAO), who described the GAO's August 1997 report and the actions the District of Columbia schools reported taking in response to the report. George Grier, representing a statistical consulting language system to the classroom. The experiences in acculturation of one particular family illustrate the factors that bring families to the literacy program. Moving beyond invisibility will require that Latino students, including those of Salvadoran background, benefit from educational programs that acknowledge, celebrate, and develop their creativity. Educating parents and increasing their participation in their children's educations will help ensure better education for Latino students. (Contains 38 endnotes.) (SLD)

ED 424 342 UD 032 605

Jordan, Will J.; Plank, Stephen B.
Sources of Talent Loss among High-Achieving Poor Students. Report No. 23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Costs; *Educational Attainment; *High Achievement; Higher Education; Minority Groups; *Noncollege Bound Students; Parent Influence; Poverty; Resource Allocation; *Socioeconomic Status; *Talent; Urban Youth
IDENTIFIERS- National Education Longitudinal Study 1988

Many graduates who have the academic ability to continue their schooling beyond high school do not enroll in higher education. This phenomenon has been referred to as "talent loss." The challenges involved in financing higher education partially contribute to talent loss and its pervasiveness among poor students, but they fall short of providing a complete explanation. This study explicates other possible sources of talent loss. Dual methodologies are used to examine critical sources of talent loss among students who perform well academically but are placed at risk of academic failure because they are also from low socioeconomic status families. Drawing from national panel data (the National Educational Longitudinal Study of 1988) as well as eight in-depth interviews with guidance counselors from an impoverished urban school district, the study identified factors that contribute to postsecondary enrollment. These are: (1) parental influence; (2) exposure to a high content curriculum; and (3) the availability of school resources. Implications of this research for policy, practice, theory, and further study are discussed. (Contains 10 tables and 18 references.) (SLD)

ED 424 343 UD 032 606

Fashola, Olatokunbo S.
Review of Extended-Day and After-School Programs and Their Effectiveness. Report No. 24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *After School Programs; Community Programs; Cultural Awareness; Elementary Secondary Education; *Extended School Day; Language Arts; Outcomes of Education; *Program Effectiveness; Program Evaluation; School Recreational

EPAA web site (cited below).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Catholic Schools; Comparative Analysis; Curriculum; *Elementary Secondary Education; Expenditures; *Family Characteristics; *Home Schooling; Parents as Teachers; Private Schools; Public Schools; Questionnaires; *Scores; Socioeconomic Status; *Student Characteristics; Tables (Data); Television Viewing
IDENTIFIERS- ACT Assessment; Home School Legal Defense Association; Iowa Tests of Basic Skills; Tests of Achievement and Proficiency

This report presents the results of the largest survey and testing program for students in home schools to date. In Spring 1998, 20,760 K-12 home school students in 11,930 families were administered either the Iowa Tests of Basic Skills (ITBS) or the Tests of Achievement and Proficiency (TAP), depending on their current grade. The parents responded to a questionnaire requesting background and demographic information. Major findings include: the achievement test scores of this group of home school students are exceptionally high--the median scores were typically in the 70th to 80th percentile; 25% of home school students are enrolled one or more grades above their age-level public and private school peers; this group of home school parents has more formal education than parents in the general population; the median income for home school families is significantly higher than that of all families with children in the United States; and almost all home school students are in married couple families. Because this was not a controlled experiment, the study does not demonstrate that home schooling is superior to public or private schools and the results must be interpreted with caution. The report clearly suggests, however, that home school students do quite well in that educational environment. (Author)

ED 424 310 UD 031 989

Becoming an American: Immigration and Immigrant Policy. 1997 Report to Congress.
SPONS. AGENCY- Congress of the U.S., Washington, DC.
PUB DATE- 97
NOTE- 300p.; U.S. Commission on Immigration Reform was disbanded December 31, 1998.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Citizenship Education; Elementary Secondary Education; *Federal Legislation; *Immigrants; *Immigration; Limited English Speaking; *Policy Formation; Public Policy; Refugees
IDENTIFIERS- *Americanization; *Naturalization Programs

As mandated by the Immigration Act of 1990, a bipartisan Commission examined and made recommendations about the implementation and impact of the U.S. immigration policy. In examining the immigration policy, the Commission conducted more than 40 public hearings, consultations, and site visits in the United States and some foreign countries. This final report makes recommendations to further the goals of Americanization by setting out immigrant policies to help orient immigrants and their new communities, to improve educational programs that help immigrants and their children learn English and civics, and to reinforce the integrity of the naturalization process by firm, talked about the difficulties of obtaining a correct count of students in an urban district where many students come from or go to surrounding jurisdictions. General Julius W. Becton, the Chief Executive Officer and Superintendent of the District of Columbia Public Schools, reported on efforts to improve the accuracy of the school counts. Richard Wenning of the District of Columbia Public Schools discussed steps taken to improve the enrollment counts, and a general discussion of the problems and potential solutions followed. The afternoon panel consisted of: (1) Joyce Ladner, Member of the District of Columbia Financial Responsibility and Management Assistance Authority; (2) Bruce K. MacLaury, Chairman of the school system's Emergency Transitional Education Board of Trustees; and (3) Wilma Harvey, President of the Board of Education of the District of Columbia. These officials discussed enrollment counting in the context of the transitional Board of Education and the overall District of Columbia educational reform effort. Prepared statements of the witnesses at this hearing follow their remarks or are substituted for them in some instances. (SLD)

ED 424 327 UD 032 590

Oversight on the Academic Plan for the District of Columbia Public Schools. Hearing before the Subcommittee on the District of Columbia of the Committee on Government Reform and Oversight. House of Representatives. One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 86p.; Serial No. 105-147.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Educational Administration; Educational Change; Educational Improvement; *Educational Planning; Elementary Secondary Education; Government Role; Hearings; Parent Participation; *Public Schools; *Strategic Planning; *Superintendents; *Urban Schools
IDENTIFIERS- Congress 105th; *District of Columbia Public Schools

The relationships between improvements to facilities and accurate enrollment counts and an academic plan for the District of Columbia public schools were explored in a hearing that was part of a series on the D.C. public schools. Representative Thomas Davis (Virginia) spoke of the progress being made in improving the D.C. schools and the great deal that remained to be done. Delegate Eleanor Holmes Norton (District of Columbia) also praised the efforts of the appointed interim administrators and noted the tasks ahead for the school system. The first panel began with remarks by Patricia Harvey, director of urban education for the National Center on Education and the Economy, who spoke of the importance of prevention, early intervention, acceleration, and accountability. Marlene Berlin, chair of a parents' coalition, talked about parent participation and community involvement. Delabian Rice-Thurston, director of Parents United, focused on standards and funding. A general discussion followed, with emphasis on the importance of parent participation. The second panel of the day began with remarks by Kathleen Patterson, member of the D.C. City Council, who talked about the importance of small classes and small schools in long-range planning. The second panel member was Joyce Ladner, member of the District of Columbia Financial Responsibility and Management Assistance Authority (Control Board), who discussed the recent appointment of Arlene Ackerman as Superintendent of Schools. Bruce MacLaury, Chairman

Programs; Study Skills; Supplementary Education; *Tutorial Programs
IDENTIFIERS- *Research Replication

This report identifies and reviews 34 programs that have been used as after-school programs by schools or communities, including extended-day programs and some supplemental school programs that have potential for after-school use. Five categories of programs are reviewed: (1) language arts after-school programs; (2) study skills programs; (3) academic programs in other curriculum areas; (4) tutoring programs for reading; and (5) community-based programs. The review discusses these programs in terms of the evidence of their effectiveness for improving student outcomes and the evidence of their replicability in other locations. The report also summarizes correlational research studies that have examined the effects of other after-school programs. Based on the program evaluations and the correlational research, the study identifies academic, recreational, and cultural components of effective after-school programs and presents recommendations for implementing these components. The report concludes that stronger evaluations of these and other current after-school programs must be conducted, and other well-designed programs need to be developed and evaluated to produce after-school programs that are effective and replicable for increasing student achievement and other student outcomes. Appendixes list contact persons for the programs reviewed and summarize the categorization of the programs. (Contains 104 references.) (Author/SLD)

ED 424 344 UD 032 607

Changing America: Indicators of Social and Economic Well-Being by Race and Hispanic Origin. For the President's Initiative on Race.
SPONS. AGENCY- Executive Office of the President, Washington, DC.
PUB DATE- 98
NOTE- 84p.; Colored charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crime; *Economic Factors; *Educational Attainment; Elementary Secondary Education; Ethnic Groups; *Hispanic Americans; Housing; Labor Market; Population Trends; Preschool Education; *Racial Differences; *Social Change; Tables (Data); Urban Areas; Urban Youth; *Well Being
IDENTIFIERS- *Educational Indicators

This chart book is designed to document current differences in well-being by race and Hispanic origin and to describe how such differences have evolved over the past several decades. The charts included in this book show key indicators of well-being in seven broad categories: (1) population; (2) education; (3) labor markets; (4) economic status; (5) health; (6) crime and criminal justice; and (7) housing and neighborhoods. Each section begins with a brief introduction and overview of the charts presented. This information provides a benchmark for measuring future progress and can highlight priority areas for reducing disparities across racial and ethnic groups. All the racial and ethnic groups considered here have experienced substantial improvements in well-being over the second half of the century, but disparities between groups have persisted, or in some cases, widened. An example is the decline in the relative economic status of Hispanics over the past 25 years, reflecting the increasing proportion of Hispanics with lower which immigrants become citizens. The report also makes recommendations for immigration policy, repeating and updating the conclusions reached in three previous reports on unlawful migration, legal immigration, refugee and asylum policy, and making additional recommendations for reforming immigration policies. The following chapters are included: (1) "Introduction"; (2) "Americanization and Integration of Immigrants"; (3) "A Credible Framework for Immigration Policy"; (4) "Achieving Immigration Policy Goals"; and (5) "Conclusion." The Commission urges a renewed commitment to the education of immigrant children and a recognition that education is the primary tool of Americanization for children and adults. Appendixes describe the provisions of the Immigration Act of 1990 and present the statement of Commissioner W. E. Leiden. (Contains 101 references.) (SLD)

ED 424 311 UD 032 574

Madrid, George; Powers, Paul; Galvin, Kevin; Kester, Donald L.; Santos, Will; Yamarone, Steve
Jaime Escalante Mathematics and Science Program. National Science Foundation. Final Project Report.
PUB DATE- 97
NOTE- 32p.; "Different sets of results of analyses in this report were presented at annual conferences of the American Evaluation Association: (1) in Washington, D.C. in 1990; (2) in Chicago in 1991; (3) in Seattle in 1992, and (4) in Dallas in 1993."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Practices; High Schools; Inner City; Junior High Schools; Mathematics Achievement; *Mathematics Instruction; Middle Schools; Program Effectiveness; Program Implementation; Student Motivation; Summer Schools; Tutoring; Urban Schools; *Urban Youth
IDENTIFIERS- *Escalante (Jaime); Los Angeles City Schools CA; *National Science Foundation; Research Replication

The mathematics teaching and learning practices of Jaime Escalante, nationally known mathematics teacher, were implemented in a team approach in two high schools and three middle schools in Los Angeles (California). The 13 original project objectives were condensed into restructuring the curriculum, improving student performance, especially in mathematics, and replicating the program. There were nine program components: (1) summer academic instruction for 500 inner-city minority students; (2) Saturday school 29 times in an academic year; (3) afternoon tutoring; (4) peer tutoring; (5) parental involvement; (6) inservice teacher education; (7) curricular development; (8) intersegmental cooperation; and (9) corporate partnership. Mr. Escalante's instructional and motivational practices were studied and described in a guide published for the program. Over the six years of funding for this program, it became clear that minority students whose parents' educational and income levels were low experienced extraordinary success in higher mathematics. It was possible to restructure the curriculum to increase the number of advanced mathematics and science courses, accelerate and improve student mathematics achievement, and replicate the program beyond the two initial high schools. Teachers trained in the program were able to implement these practices successfully. Six appendixes present data on student calculus achievement and program replication, the executive summary of the instructional guide created in the program, and photos of project students and of the D.C. Public Schools Emergency Board of Trustees, reviewed some of the needs of the school system as Ms. Ackerman assumes her position. Remarks by Julius W. Becton, retiring appointed Chief Executive Officer and Superintendent of the school system, and Arlene Ackerman, recently appointed Superintendent, rounded out the discussions. Prepared statements of the witnesses are included in the hearing report. (SLD)

ED 424 328 UD 032 591

DeLamater, John; Wagstaff, David A.; Havens, Kayt Klein
The Impact of a Culturally Appropriate, STD/AIDS Education Intervention on Black Male Adolescents' Sexual and Condom Use Behavior.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 98
NOTE- 50p.; Previous versions of the paper were presented at the Social Psychology Training Seminar and Center for Demography and Ecology Seminar, University of Wisconsin, Madison, WI (October 1994) and the Meetings of the Society for the Scientific Study of Sexuality (November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Attitude Change; Behavior Patterns; *Black Students; Contraception; *Cultural Awareness; Health Education; Males; Program Effectiveness; *Sex Education; Student Attitudes; *Venereal Diseases; Videotape Recordings
IDENTIFIERS- African Americans

A culturally appropriate, theoretically based videotape was developed in collaboration with local African American producers to promote condom use among 15-to-19-year-old black males seeking treatment at a municipal sexually transmitted disease (STD) clinic. The videotape's immediate, short-term (30-day), and long-term (6-month) impacts were compared to those achieved both by a trained, African American health care educator who delivered the same messages during a face-to-face session and by standard care. Participants (N=562) were randomly assigned. Their self-reports were used to assess the impact on: (1) condom use knowledge, self-efficacy, and intentions; (2) sexual and condom use behavior; and (3) perceived risk of an STD infection. At posttest, participants in the two treatment conditions demonstrated greater condom use knowledge. Participants in the health educator condition indicated greater condom use self-efficacy and stronger condom use intentions with steady partners. At 6 months, participants in all conditions reported an increase in the number of sexual partners and number of acts of vaginal intercourse (past month). However, they were twice as likely to report consistent condom use with steady partners (18% versus 53%) and with casual partners (26% versus 50%). Perceived risk of an STD infection was unexpectedly lower at the posttest and continued to decline during the study period. Possible reasons for the pattern of findings are discussed, and recommendations for future research are offered. (Contains 3 tables and 43 references.) (Author/SLD)

ED 424 329 UD 032 592

Hernandez-Tutop, Jeanne E.
Oppressor: The Educational System.

average levels of education, in large part because of immigration. The section on education, which makes disparities in educational attainment and achievement clear, contains information on family participation in literacy activities and preschool education. One chart reviews computer use by elementary school children, and two charts cover reading and mathematics proficiency scores, both of which have implications for the pursuit of higher education. Three charts focus on the educational attainment of adults over 25 years old. An appendix provides a list of other government publications and Internet addresses for more information. (Contains 49 graphs and bar charts.) (SLD)

ED 424 345   UD 032 608

National Directory of Hispanic Organizations, 1997-1998.
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Demography; *Hispanic Americans; *Legislation; *Organizations (Groups); *Politics; Profiles
IDENTIFIERS- *Latinos

This directory lists Hispanic organizations in the United States. Each listed organization serves and represents local Latino communities. Over the years, however, the directory has come to include more than organizational listings. Recent editions have included census data that provide a demographic profile of the national Latino community and a count of elected Hispanic officials nationally and for states with high concentrations of Latinos. Also included is information on how a bill becomes a law, how to write to a member of Congress, and how to obtain campaign financial data. National statistics are provided for Hispanic social, economic, employment, and educational attainment. Organizations are grouped by location into: (1) Washington, DC (34 organizations); (2) Puerto Rico (2 organizations); (3) the western United States (48 organizations grouped by state); (4) the southern United States (33 organizations, also by state); (5) the Midwest (11 organizations); and (6) the Northeast (20 organizations, by state). A "Building New Challenges" section discusses resources for community programs. (SLD)

ED 424 346   UD 032 610

Pang, Valerie Ooka, Ed.; Cheng, Li-Rong Lilly, Ed.
Struggling To Be Heard: The Unmet Needs of Asian Pacific American Children.
PUB DATE- 98
NOTE- 362p.; Foreword by Enrique (Henry) T. Trueba.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Acculturation; *Asian Americans; Coping; *Cultural Awareness; Cultural Differences; Diversity (Student); *Educational Improvement; Elementary Secondary Education; Immigrants; Minority Groups; Multicultural Education; *Pacific Islanders; Urban Areas; *Urban Youth

Essays in this volume address the neglect of Asian Pacific Americans in the United States, of their struggles for liberation, hopes, troubles, and personal identities. This staff. (Contains three tables and five figures.) (SLD)

ED 424 312 UD 032 575

Hadfield, Mark
Community Consultation: Power, Politics, and Policies.
PUB DATE- 97
NOTE- 135p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Community Involvement; Foreign Countries; Lifelong Learning; *Needs Assessment; *Political Influences; Program Development; *Surveys; Urban Areas; *User Needs (Information); Vocational Education
IDENTIFIERS- England

This book and its accompanying video are part of the work of the Transnational Innovation Multimedia for Employment (TIME) project in England, a project designed to look at the life-long learning needs of inner-city community members and when appropriate to negotiate access to higher education. This guide is aimed at helping those who are considering some form of community consultation or survey to think through the "political" aspects of the work. Considering political aspects is vital if findings are to influence local communities, local agencies, and politicians. The first question that should be asked is who the organization would like to influence and with whom they will be able to work. Key tasks related to this question are developing a stakeholder analysis and exploring prejudices and stereotypes that will influence the approach. A second essential question is what impact is desired, and a third is how the materials from the consultation or survey will be used. Designing the consultation requires completing the tasks of developing a platform, structuring one's thoughts, and mapping the contexts. Different approaches to community consultation are outlined through case studies of three projects. The first is a needs assessment in an inner-city neighborhood in an English city. The second is the TIME project itself, which focused on the life-long learning needs of inner-city residents in Nottingham (England). The third case study is that of the feasibility of a day care center for a large housing estate (project) in Nottingham. These three studies illustrate the principles of community consultation in action. (Contains nine endnotes.) (SLD)

ED 424 313 UD 032 576

Shimahara, Erika
Homogeneous-Ability Grouping: Fourth-Grade Teachers' Rationale and Students' Perceptions.
PUB DATE- 98
NOTE- 67p.; Master's thesis, University of Virginia
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability; Diversity (Student); Elementary School Students; *Elementary School Teachers; Grade 4; *Homogeneous Grouping; Intermediate Grades; *Mathematics Instruction; Questionnaires; Self Concept; *Student ATtitudes; Student

PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Disadvantaged Youth; Educational Assessment; Educational History; *Elementary Secondary Education; *Equal Education; *Minority Groups; *Outcomes of Education; Urban Education; Urban Schools
IDENTIFIERS- Eurocentrism; *Freire (Paulo); *Oppression

In this critique of elementary and secondary education in the United States, the first section discusses the history of the U.S. educational system and how the development of the schools' curricula and assessment programs have been adapted to the white, male, Eurocentric style of learning. The second section looks at inequalities in learning and considers the multicultural diversity of students today. Tracking as both result and cause of educational inequality is discussed. The final section uses Paulo Freire's "Pedagogy of the Oppressed" to compare U.S. schools with the qualities oppressors use to maintain oppression among minorities. The distinct components of oppressive action noted by Freire are: (1) conquest, (2) divide and rule, (3) manipulation, and (4) cultural invasion. These operations are evident in the U.S. educational system, in which wealthier districts have much, and disadvantaged districts, particularly in urban areas, have very little. To ensure educational equity, teachers must be aware of the preferred learning styles of different cultures, and then incorporate strategies aimed at these styles into their teaching. Funding must be equal for all schools, and quality materials and resources should not be reserved for an elite few. (Contains 55 references.) (SLD)

ED 424 330 UD 032 593

The Cost of Juvenile Violence in Pennsylvania. Staff Report to the Task Force To Study the Issues Surrounding Violence as a Public Health Concern.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Cost Estimates; *Costs; Crime; *Economic Impact; Elementary Secondary Education; *Juvenile Justice; *Prevention; Program Effectiveness; Residential Programs; School Role; Student Placement; Tables (Data); Urban Youth; *Violence; Young Adults
IDENTIFIERS- *Pennsylvania

To establish the scale of juvenile violence in Pennsylvania, this report examines the incidence of violence by and against juveniles, and then explores the major costs of juvenile violence. Where possible, urban and rural dimensions of the costs of juvenile violence are separated and analyzed. Violence prevention programs are also studied. The report concludes with recommendations by the staff of the Joint State Government Commission for future studies of the incidence and costs of juvenile violence in Pennsylvania. The report does not include data on perpetrator costs of adult crimes committed against juveniles or prevention costs of public school expenditures for security measures. In 1993, an estimated 93,895 violent crimes were committed by juveniles in Pennsylvania, and 94,732 violent collection reviews Asian Pacific American history and explores attitudes about the welfare of Asian Pacific American families. The first section provides general background information. Essays in the second section consider critical issues in the development of Asian Pacific American children. The third section focuses on schooling and Asian Pacific American children, and the final section presents some recommendations for improving education for Asian Pacific Americans. After an introduction, "The Quest for Concepts, Competence, and Connections: The Education of Asian Pacific American Children" by Valerie Ooka Pang and Li-Rong Lilly Cheng, the following chapters are included: (1) "Who Are Chinese American, Japanese American, and Korean American Children? Cultural Profiles" (Brian P. Leung); (2) "Filipino American Students: Actively Carving a Sense of Identity" (Penelope V. Flores); (3) "Behind the Smiles: The True Heart of Southeast Asian American Children" (MyLuong T. Tran); (4) "Becoming American: Coping Strategies of Asian Pacific American Children" (Russell L. Young); (5) "Mental Health Issues Concerning Asian Pacific American Children" (Chi-Ah Chun and Stanley Sue); (6) "Characteristics of Southeast Asian Delinquents: Toward an Understanding" (Kenji Ima and Jean Nidorf); (7) "Beyond Multiculturalism: Cultural Translators Make It Happen" (Li-Rong Lilly Cheng); (8) "The Linda Vista Elementary Story: Where Diversity Is the Mainstream" (Adel Nadeau); (9) "Asian American and Pacific Islander American Families with Disabilities: A Current View" (Addison Watanabe); (10) "The Legacy: Creating a Knowledge Base on Filipino Americans" (Fred Cordova); (11) "Language Assessment and Instructional Strategies for Limited English Proficient Asian and Pacific Islander American Children" (Li-Rong Lilly Cheng); (12) "Meeting the Instructional Needs of Chinese American and Asian English Language Development and At-Risk Students" (Grace Fung); (13) "Educating Asian Newcomer Secondary Students: Four Case Studies of Schools" (Kenji Ima); (14) "'We Could Shape It': Organizing for Asian Pacific American Student Empowerment" (Peter Nien-chu Kiang); and (15) "Educating the Whole Child: Implications for Teachers" (Valerie Ooka Pang). Valeria Lovelace contributed an appendix, "Creating Positive Asian American Images on Sesame Street." (Contains 10 tables, 4 figures, and 510 references.) (SLD)

ED 424 347   UD 032 611

Glazer, Nathan
We Are All Multiculturalists Now.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict; *Cultural Awareness; Cultural Differences; *Curriculum Development; *Diversity (Student); Elementary Secondary Education; Higher Education; Minority Groups; *Multicultural Education; Political Correctness; Public Opinion; Public Schools; Social Integration; *Social Studies

Multiculturalism in American education has been the subject of much debate and it has established a powerful position in both higher education and in earlier schooling. This book explores the conflict over multiculturalism, examines the social situation from which it has emerged, and considers implications for the future of American society. The first chapter, "The Multicultural Explosion," introduces multiculturalism and sets the stage for the discussion. Chapter 2, "The New York Story," Placement; *Teacher Attitudes; *Track System (Education)

Tracking is a predominant method used by American public schools to instruct children of multiple abilities. Tracking has been highly criticized by scholars, however, for its detrimental effects on children's education. This paper investigates practitioners' rationale for using tracking and explores the effects of tracking in the classroom and on students. The study consisted of observations of four fourth-grade classrooms, interviews with their four teachers, and surveys of 30 fourth-grade students in an elementary school in central Virginia. Although these students were grouped into four homerooms, they were taught mathematics in five ability groups. The results partially support the literature that suggests that teachers prefer tracking because it facilitates instruction. Further analysis suggests that tracking may appear to have degenerating effects on children, particularly on their self-perceptions. However, due to the limited scope of the study most of the findings remain inconclusive. Recommendations are proposed for future research of the tracking issue. Appendixes contain the assessment used to place the students in mathematics groups, the teacher interview questions, and the student questionnaire used in the survey. (Contains 11 references.) (SLD)

ED 424 314 UD 032 577

The Latinas' Guide to the Information Superhighway: A Bilingual Guide for Latinas by Latinas = Guia para Mujeres Latinas sobre la Supercarretera de la Informacion: Una Guia Bilingue para Latinas por medio de Latinas.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Computer Literacy; Electronic Mail; *Females; *Hispanic Americans; Information Sources; *Internet; Online Systems
IDENTIFIERS- *Latinas

This guide to the Internet is designed to give Latinas basic information on computers and the information superhighway. Written in both Spanish and English, the guide begins by defining the Internet and making some suggestions about acquiring access to a computer. Among the topics discussed are how to choose an Internet service provider, how to use a Web browser, and how to use a search engine. Also reviewed are where to find help and training, and how to solve problems that may come up. Some common computer terms are defined. (SLD)

ED 424 315 UD 032 578

Rodriguez, Patricia; Crocker, Elvira Valenzuela
In Search of Economic Equity.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Economic Factors; *Educational Attainment; Elementary Secondary Education; Empowerment; Equal Education; *Equal Opportunities (Jobs); *Females; Health;

crimes were committed against juveniles. A total of 5,133 juveniles were referred to Pennsylvania's Juvenile Justice System for violent crimes, and 678 juveniles were placed in residential or alternative treatment programs. The total monetary cost of juvenile violence in Pennsylvania is estimated to have exceeded $1.1 billion. These costs include direct and indirect expenditures made for victims and perpetrators, as well as expenditures for violence prevention programs. If quality of life is included in the estimates, the total cost rises to more than $5.6 billion. Expenditures for violence prevention in Pennsylvania, which were significant, included amounts spent for statewide, community, and school programs. Appendixes contain a discussion of cost estimation methodologies, supplementary tables, a discussion of risk factors, and a survey of public school violence prevention programs and in-school probation programs. A detailed bibliography is also included. (Contains 28 tables and 80 references.) (SLD)

ED 424 331   UD 032 594

The Educational Performance of Hmong Students in Wisconsin.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; College Bound Students; *Disadvantaged Youth; *Educational Attainment; Elementary Secondary Education; High Risk Students; High School Graduates; Hmong; *Hmong People; *Immigrants; Refugees; Tables (Data); Test Results; Urban Schools; Urban Youth
IDENTIFIERS- *Wisconsin

This report compares the educational performance of Asian and Hmong students with that of other students in six urban school districts across Wisconsin. These six districts were chosen because Hmong students are the largest minority group in each of the districts. Data from standardized tests given in grades 3, 4, 8, and 10 in these districts indicate that, despite the prevalence of risk factors, including family poverty, unemployment, welfare dependency, and teen pregnancy, Asian students (approximately 90% of whom are Hmong in these districts) have scores above national norms. In four of the six districts, Asian students perform at levels equal to or above the other students on the third-grade reading comprehension test. Interviews with teachers, counselors, bilingual staff, and administrators indicate that Hmong students have made a better adaptation to the school environment than other students and are graduating at rates comparable to or higher than those of other students. The graduation rate for Asian students in these districts is 95%, higher than that reported for white and other non-Asian high school students. Many will continue on to postsecondary education in the University of Wisconsin system, where they also have a higher graduation rate than other groups. It is likely that Hmong youth will be more successful in their education careers than any other immigrant or refugee group to come to the United States. Some reasons for this educational success are discussed, centering on values that promote educational attainment. Some recommendations are made for improving the education of Hmong students, including additional instruction in science for Hmong and Southeast Asian students in elementary grades, attention to the bilingual and bicultural education programs, and long-term monitoring of the discusses the conflict that arose over new social studies guidelines for schools in New York State. In Chapter 3, "What Is at Stake in Multiculturalism," four fears and concerns about multiculturalism are analyzed. Chapter 4, "The Rediscovery of Nubia and Kush," considers recent conflicts over social studies guidelines in California and the effort to establish national social studies curriculum guidelines. Chapter 5, "Dealing with Diversity, Past and Present," considers some of the background to multiculturalism in older conflicts over the proper response to diversity in American society. Chapter 6, "Where Assimilation Failed," explores assimilation as an ideal and a reality, focusing on the failure to include African Americans in assimilation efforts. Chapter 7, "Can We Be Brought Together," explores consequences of that failure and the separation of blacks and whites in the United States. Chapter 8, "We Are All Multiculturalists Now," discusses the inescapableness of the multicultural phase in current education. (Contains 126 endnotes.) (SLD)

ED 424 348 UD 032 612

Student Assignment in Elementary and Secondary Schools and Title VI.
PUB DATE- 98
NOTE- 10p.; For the 1989 edition, see ED 312 321.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Grouping; *Civil Rights Legislation; *Classroom Desegregation; Disability Identification; *Educational Discrimination; Elementary Secondary Education; Enrollment; Federal Aid; Federal Legislation; Limited English Speaking; Minority Groups; *Racial Bias; Sex Bias; *Student Placement; Track System (Education)
IDENTIFIERS- *Civil Rights Act 1964 Title VI

Title VI of the Civil Rights Act of 1964 assures that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance. These requirements, which apply to all school districts receiving federal funding, prohibit discrimination in the assignment of students to schools or classes and discrimination in ability grouping or tracking students. The law does not require that each school within a district have a racially balanced population, but schools must be able to demonstrate valid and nondiscriminatory reasons for assignments to classes with a substantially disproportionate number of minority or nonminority students. School districts are responsible for ensuring that students are not misclassified as being disabled and that misclassification does not result in students being inappropriately placed in special education classes. School districts are also responsible for providing equal educational opportunity to students of minority national origin with limited English proficiency. Schools must ensure that all students are given nondiscriminatory counseling information, and that they have equal access to elective courses. School districts have a further responsibility to ensure that they do not use ability grouping or tracking practices that result in discrimination on the basis of race, color, or national origin. At all times, schools and districts must be careful to use

Higher Education; *Hispanic Americans; Labor Force; Politics;
*Sex Discrimination; Tables (Data)
IDENTIFIERS- *Latinas

This report is an evaluation of where Hispanic American women rank in the areas of education, employment, compensation, health, and politics. For Hispanics, both men and women, education is vitally important, and this importance is underscored by data that show that Hispanics overall lack the ability to cope economically. High dropout rates and low college graduation rates characterize the Hispanic American population. Latinas are at additional risk because of sex discrimination in access to quality education. This report explores the challenges facing Latinas in the context of the National Education Goals of 1990. Employment patterns of Latinas show that they have traditionally been employed in female-dominated occupations that are among the lowest paid. Despite increases in their employment, they remain at the bottom rungs of the labor force. They do not receive equal pay, as is typical of occupations dominated by other women or people of color. Hispanic American women also have health problems that do not receive the attention they deserve. The report points to the need for restructured schools that have the capacity to meet the educational needs of Latinas while preparing them for the workplace of the future, affordable health care sensitive to a population that speaks two languages, and equitable compensation systems. The importance of political empowerment to move toward these goals is also highlighted. (Contains 6 tables and 207 endnotes.) (SLD)

effects of welfare reform on the Hmong population. One appendix discusses Hmong participation in the Wisconsin Student Assessment System, and the other provides a table of undergraduate Southeast Asian enrollment in the state system of higher education. (Contains 1 map, 14 tables, and 34 references.) (SLD)

ED 424 332 UD 032 595

Gillborn, David; Youdell, Deborah
"Raising Standards" & Deepening Inequality: Selection, League Tables, and Reform in Multiethnic Secondary Schools.
PUB DATE- 98
NOTE- 27p.; Paper presented at the symposium, "Racism and Reform in the United Kingdom: The Market, Selection, and Inequality," held at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998); some pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Diversity (Student); *Educational Change; *Equal Education; Ethnic Groups; Ethnography; Foreign Countries; Government Role; Secondary Education; *Selection; *Standards; Teacher Expectations of Students; *Urban Schools; Urban Youth
IDENTIFIERS- *England; Reform Efforts

Although education in England is dominated by the rhetoric of "standards," this paper attempts to show that the overall shape and drive of English education reform has remained largely consistent. The annually published School Performance Tables continue to be assigned a special place in the reforms, as a means to and as an index of raising standards. Behind the New Labour talk of social justice and inclusivity lies a reality of increasing inequality and social exclusion. The reforms instituted under the previous Conservative government are retained and actually given a sharper edge. This paper explores how current reforms are translating into new and increasingly divisive practices at the school level. In particular, it draws on ethnographic data at a single comprehensive school in London. An "A-to-C economy," driven by the relative market value of high grade examination passes, has come to shape priorities in the schools. Strategies have been adopted to raise the percentage of students attaining five higher grade passes in external examinations, so that for certain students a "D-to-C conversion" is sought through mobilization of a particular understanding of ability and the identification of underachievers. A sort of educational triage is acting systematically to neglect some students while directing additional resources to those deemed most likely to benefit. The case study of one particular secondary school shows a school operating in a responsive mode, trying to piece together a range of practices in an attempt to succeed within the Government's definition of standards. Many young people have been predicted to be underachievers, and they are fulfilling these predictions. The developments at the school level are threatening deeper and more extensive inequalities of opportunity and outcome between groups of students in relation to "ability," social class, gender, and ethnic origin. The school illustrates an approach in which students likely to achieve the five passing grades receive much attention, and those considered unlikely to "survive" the educational requirements are essentially abandoned. (Contains 2 figures and appropriate criteria and evaluation and testing methods before assigning students to specialized classes or courses of study. Screening procedures must be nondiscriminatory, and periodic testing and re-evaluation of students may be necessary. (SLD)

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Rubenstein, Michael G.; Gayler, Keith S.; Haslam, M. Bruce
Title I Services for Private School Students under the Reauthorization of ESEA: A Snapshot of Federal Assistance in Transition. Final Report.
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DESCRIPTORS- *Administrators; *Compensatory Education; Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Private School Aid; *Private Schools; Public Schools; Shared Resources and Services; *Supplementary Education; Surveys
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Improving Americas Schools Act 1994

This report summarizes findings from surveys of Title I district administrators and private school representatives regarding the provision of Title I services to eligible students attending private schools. Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Improving America's Schools Act of 1994 (IASA), provides school districts with funds for supplementary instruction and support to educationally disadvantaged students. A provision of the ESEA directs school districts to provide Title I services to eligible students residing in participating public school district attendance areas but attending private schools. The mandate also requires that these services be equitable to services provided the public school peers of these private school students. The survey, which targeted 200 school districts known to provide Title I services to private school students, eventually had a response rate of 85% among Title I administrators and 80% among the representatives of private schools. Districts serving the largest number of private school students reported that they have provided Title I services to fewer private school students in the 2 years immediately following the IASA than in the years preceding its enactment. Just over half of the responding school districts did not collect information on the family income of students in all private schools. While there were generally positive assessments of the working relationships between Title I administrators and staffs and private school administrators, comparisons of their reports made it clear that there were significant differences in their reports about who is involved in consultation and the topics that are discussed. Large numbers of private school representatives were not knowledgeable about many aspects of Title I services to private school students, with gaps in information particularly large in issues related to program funding and student results. Few districts offer Title I services other than supplementary instruction to private school students, even though other types of services, such as counseling, health services, and homework assistance, are allowable. The percentage of school districts applying for capital funds under the ESEA has remained

unchanged except among the largest districts, where the percentage has increased. Four appendixes contain school district and private school questionnaires, consultation exhibits, and standard error exhibits. (Contains 78 exhibits and 1 reference.) (SLD)

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(143) Reports - Research

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(130) Reference Materials - General

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(131) Reference Materials - Bibliographies

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(053) Guides - Non-Classroom

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Roots and Branches: A Resource of Native American Literature--Themes, Lessons, and Bibliographies.	327p.	L1	ED 423 543
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Federal Perkins Loan and National Direct Student Loan Programs Directory of Designated Low-Income Schools for Teacher Cancellation Benefits for the 1998-99 School Year.	1368p.	L1	ED 423 768
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(021) Collected Works - Proceedings

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La Carriere: Chance ou Planification? = Career: Chance or Planning? = Cariera: Sansa sau Planificare? Proceedings of the Annual Meeting of the International Association for Educational and Vocational Guidance (Brasov, Romania, September 22-24, 1997).
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Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (81st, Baltimore, Maryland, August 5-8, 1988). Public Relations.
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Proceedings of the Annual Meeting of the Association for

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(090) Legal/Legislative/Regulatory Materials

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Kids, Computers, & Homework. How You and Your Kids Can Make Schoolwork a Learning Adventure.	356p.	L3	ED 423 885
The Latinas' Guide to the Information Superhighway: A Bilingual Guide for Latinas by Latinas = Guia para Mujeres Latinas sobre la Supercarretera de la Informacion: Una Guia Bilingue para Latinas por medio de Latinas.	29p.	L2	ED 424 314
Learning Circles. Creating Conditions for Professional Development.	164p.	L2	ED 424 221
Learning To Lead in Higher Education.	288p.	L3	ED 423 766
Legal Guidelines for Curbing School Violence.	141p.	L3	ED 423 580

before the Committee on Agriculture, Nutrition, and Forestry. United States Senate, One Hundred Fifth Congress, First Session (June 5, 1997).
61p. L1 ED 424 028

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18p. L1 ED 423 614

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120p. L1 ED 424 326

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138p. L1 ED 424 325

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42p. L1 ED 423 889

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FL025497	ED423694
FL025498	ED423695
FL025499	ED423696
FL025501	ED423697
FL025504	ED423698
FL025505	ED423699
FL025506	ED423700
FL025507	ED423701
FL025515	ED423702
FL025516	ED423703
FL025522	ED423704
FL025535	ED423705//
FL025536	ED423706
FL801182	ED423707
FL801234	ED423708
FL801240	ED423709
FL801241	ED423710
FL801249	ED423711
FL801250	ED423712
FL801251	ED423713
FL801252	ED423714
FL801253	ED423715
FL801254	ED423716//

FL801255	ED423717
FL801256	ED423718
FL801257	ED423719
FL801258	ED423720
FL801259	ED423721
FL801261	ED423722
FL801262	ED423723
FL801263	ED423724

HE - Higher Education

HE030816	ED423725
HE031461	ED423726
HE031462	ED423727
HE031463	ED423728
HE031464	ED423729
HE031465	ED423730
HE031467	ED423731
HE031468	ED423732
HE031469	ED423733
HE031470	ED423734
HE031471	ED423735
HE031472	ED423736
HE031473	ED423737
HE031474	ED423738
HE031475	ED423739
HE031531	ED423740
HE031533	ED423741
HE031535	ED423742//
HE031536	ED423743
HE031538	ED423744
HE031539	ED423745
HE031540	ED423746
HE031541	ED423747
HE031542	ED423748
HE031544	ED423749//
HE031545	ED423750
HE031546	ED423751
HE031547	ED423752
HE031548	ED423753
HE031549	ED423754//
HE031550	ED423755
HE031551	ED423756
HE031552	ED423757
HE031553	ED423758
HE031554	ED423759
HE031555	ED423760//
HE031607	ED423761
HE031608	ED423762
HE031609	ED423763
HE031610	ED423764//
HE031611	ED423765//
HE031612	ED423766//
HE031613	ED423767
HE031614	ED423768
HE031615	ED423769
HE031616	ED423770
HE031617	ED423771
HE031618	ED423772
HE031619	ED423773
HE031620	ED423774//
HE031621	ED423775
HE031623	ED423776
HE031624	ED423777

HE031625	ED423778
HE031626	ED423779
HE031627	ED423780
HE031628	ED423781
HE031629	ED423782
HE031631	ED423783
HE031632	ED423784
HE031633	ED423785
HE031634	ED423786
HE031635	ED423787//
HE031636	ED423788//
HE031637	ED423789//
HE031638	ED423790
HE031639	ED423791
HE031640	ED423792
HE031641	ED423793
HE031642	ED423794
HE031643	ED423795
HE031644	ED423796
HE031645	ED423797
HE031646	ED423798
HE031647	ED423799
HE031648	ED423800//
HE031649	ED423801
HE031650	ED423802
HE031651	ED423803
HE031652	ED423804
HE031653	ED423805
HE031654	ED423806
HE031655	ED423807
HE031656	ED423808
HE031657	ED423809
HE031658	ED423810
HE031659	ED423811//
HE031660	ED423812//
HE031661	ED423813//
HE031662	ED423814//
HE031663	ED423815//
HE031664	ED423816

IR - Information and Technology

IR018935	ED423817//
IR018952	ED423818
IR019040	ED423819
IR019041	ED423820
IR019042	ED423821
IR019043	ED423822
IR019044	ED423823
IR019045	ED423824
IR019046	ED423825
IR019047	ED423826
IR019048	ED423827
IR019049	ED423828
IR019050	ED423829
IR019051	ED423830
IR019052	ED423831
IR019053	ED423832
IR019054	ED423833
IR019055	ED423834
IR019056	ED423835
IR019057	ED423836
IR019058	ED423837
IR019059	ED423838

IR019060	ED423839
IR019061	ED423840
IR019062	ED423841
IR019063	ED423842
IR019064	ED423843
IR019065	ED423844
IR019066	ED423845
IR019067	ED423846
IR019068	ED423847
IR019069	ED423848
IR019070	ED423849
IR019071	ED423850
IR019072	ED423851
IR019073	ED423852
IR019074	ED423853
IR019075	ED423854
IR019076	ED423855
IR019077	ED423856
IR019078	ED423857
IR019079	ED423858
IR019080	ED423859
IR019081	ED423860
IR019082	ED423861
IR019083	ED423862
IR019084	ED423863
IR019085	ED423864
IR019086	ED423865
IR019087	ED423866
IR019088	ED423867
IR019089	ED423868
IR019090	ED423869
IR019091	ED423870
IR019092	ED423871
IR019093	ED423872
IR019094	ED423873
IR019104	ED423874
IR019106	ED423875
IR019107	ED423876
IR019108	ED423877
IR019109	ED423878
IR019110	ED423879//
IR019112	ED423880//
IR019114	ED423881
IR019115	ED423882
IR019116	ED423883
IR019117	ED423884
IR019118	ED423885//
IR019119	ED423886
IR019159	ED423887
IR019416	ED423888
IR057191	ED423889
IR057192	ED423890
IR057193	ED423891
IR057194	ED423892
IR057195	ED423893
IR057196	ED423894
IR057197	ED423895//
IR057198	ED423896//
IR057199	ED423897
IR057200	ED423898
IR057201	ED423899
IR057202	ED423900
IR057203	ED423901
IR057204	ED423902

IR057205	ED423903
IR057206	ED423904
IR057207	ED423905
IR057208	ED423906
IR057209	ED423907//
IR057211	ED423908//
IR057212	ED423909
IR057213	ED423910
IR057214	ED423911
IR057215	ED423912
IR057216	ED423913
IR057217	ED423914
IR057218	ED423915

JC - Community Colleges

JC980006	ED423916
JC980066	ED423917
JC980067	ED423918
JC980077	ED423919
JC980385	ED423920
JC980386	ED423921
JC980402	ED423922
JC980405	ED423923
JC980416	ED423924
JC980417	ED423925
JC980418	ED423926
JC980419	ED423927
JC980424	ED423928
JC980425	ED423929
JC980426	ED423930
JC980427	ED423931
JC980428	ED423932
JC980429	ED423933
JC980430	ED423934
JC980431	ED423935
JC980432	ED423936
JC980441	ED423937
JC980442	ED423938
JC980445	ED423939
JC980446	ED423940
JC980447	ED423941
JC980448	ED423942
JC980449	ED423943
JC980450	ED423944
JC980451	ED423945
JC980453	ED423946

PS - Elementary and Early Childhood Education

PS025182	ED423947//
PS025183	ED423948//
PS025282	ED423949
PS025996	ED423950
PS026019	ED423951
PS026092	ED423952
PS026240	ED423953
PS026274	ED423954
PS026364	ED423955
PS026589	ED423956
PS026684	ED423957
PS026804	ED423958//
PS026805	ED423959//
PS026806	ED423960//

PS026807	ED423961//
PS026859	ED423962
PS026860	ED423963
PS026872	ED423964
PS026881	ED423965
PS026882	ED423966
PS026883	ED423967
PS026884	ED423968
PS026885	ED423969
PS026886	ED423970
PS026887	ED423971
PS026888	ED423972
PS026889	ED423973
PS026890	ED423974
PS026891	ED423975
PS026892	ED423976
PS026893	ED423977
PS026904	ED423978
PS026905	ED423979
PS026907	ED423980
PS026911	ED423981
PS026913	ED423982
PS026918	ED423983
PS026924	ED423984
PS026930	ED423985//
PS026931	ED423986
PS026938	ED423987
PS026939	ED423988
PS026940	ED423989
PS026942	ED423990
PS026943	ED423991
PS026944	ED423992
PS026946	ED423993
PS026947	ED423994
PS026948	ED423995
PS026949	ED423996
PS026952	ED423997//
PS026953	ED423998//
PS026958	ED423999
PS026960	ED424000
PS026966	ED424001
PS026967	ED424002
PS026968	ED424003//
PS026970	ED424004
PS026971	ED424005//
PS026973	ED424006
PS026975	ED424007
PS026976	ED424008
PS026977	ED424009
PS026978	ED424010
PS026980	ED424011
PS026982	ED424012
PS026983	ED424013
PS026985	ED424014
PS026986	ED424015
PS026987	ED424016
PS026995	ED424017
PS026996	ED424018
PS026997	ED424019
PS026998	ED424020
PS026999	ED424021
PS027000	ED424022
PS027001	ED424023
PS027002	ED424024

PS027003	ED424025
PS027004	ED424026
PS027005	ED424027
PS027011	ED424028
PS027012	ED424029
PS027014	ED424030//
PS027017	ED424031
PS027018	ED424032
PS027019	ED424033
PS027020	ED424034
PS027022	ED424035//
PS027048	ED424036
PS027072	ED424037
PS027105	ED424038

RC - Rural Education and Small Schools

RC021116	ED424039
RC021367	ED424040
RC021640	ED424041
RC021649	ED424042//
RC021657	ED424043
RC021686	ED424044//
RC021688	ED424045
RC021689	ED424046
RC021693	ED424047
RC021694	ED424048
RC021695	ED424049
RC021699	ED424050
RC021700	ED424051
RC021701	ED424052
RC021702	ED424053
RC021703	ED424054
RC021704	ED424055
RC021705	ED424056
RC021706	ED424057
RC021707	ED424058
RC021708	ED424059
RC021709	ED424060
RC021710	ED424061
RC021711	ED424062
RC021712	ED424063
RC021713	ED424064
RC021714	ED424065
RC021715	ED424066
RC021716	ED424067
RC021717	ED424068
RC021718	ED424069
RC021719	ED424070
RC021720	ED424071
RC021721	ED424072
RC021722	ED424073
RC021723	ED424074
RC021724	ED424075
RC021725	ED424076
RC021726	ED424077
RC021727	ED424078
RC021728	ED424079
RC021729	ED424080
RC021730	ED424081
RC021731	ED424082
RC021734	ED424083//

SE - Science, Mathematics, and Environmental Education

SE060734	ED424084
SE060851	ED424085
SE060852	ED424086
SE060853	ED424087
SE061237	ED424088
SE061618	ED424089
SE061660	ED424090
SE061661	ED424091
SE061662	ED424092
SE061760	ED424093//
SE061793	ED424094
SE061794	ED424095
SE061795	ED424096
SE061798	ED424097//
SE061802	ED424098//
SE061803	ED424099//
SE061805	ED424100//
SE061808	ED424101
SE061815	ED424102
SE061816	ED424103
SE061824	ED424104//
SE061825	ED424105//
SE061828	ED424106
SE061835	ED424107
SE061836	ED424108
SE061838	ED424109
SE061839	ED424110
SE061843	ED424111
SE061846	ED424112
SE061850	ED424113
SE061862	ED424114
SE061863	ED424115
SE061864	ED424116
SE061898	ED424117
SE061899	ED424118
SE061900	ED424119
SE061901	ED424120
SE061902	ED424121
SE061903	ED424122

SO - Social Studies/Social Science Education

SO026737	ED424123
SO027092	ED424124
SO027273	ED424125
SO027689	ED424126
SO028085	ED424127
SO028337	ED424128
SO028406	ED424129
SO028432	ED424130
SO028433	ED424131
SO028434	ED424132
SO028469	ED424133
SO028545	ED424134
SO028546	ED424135
SO028547	ED424136